



3

Connect

Primary 3

Teacher's Guide

Term I

2022-2023

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

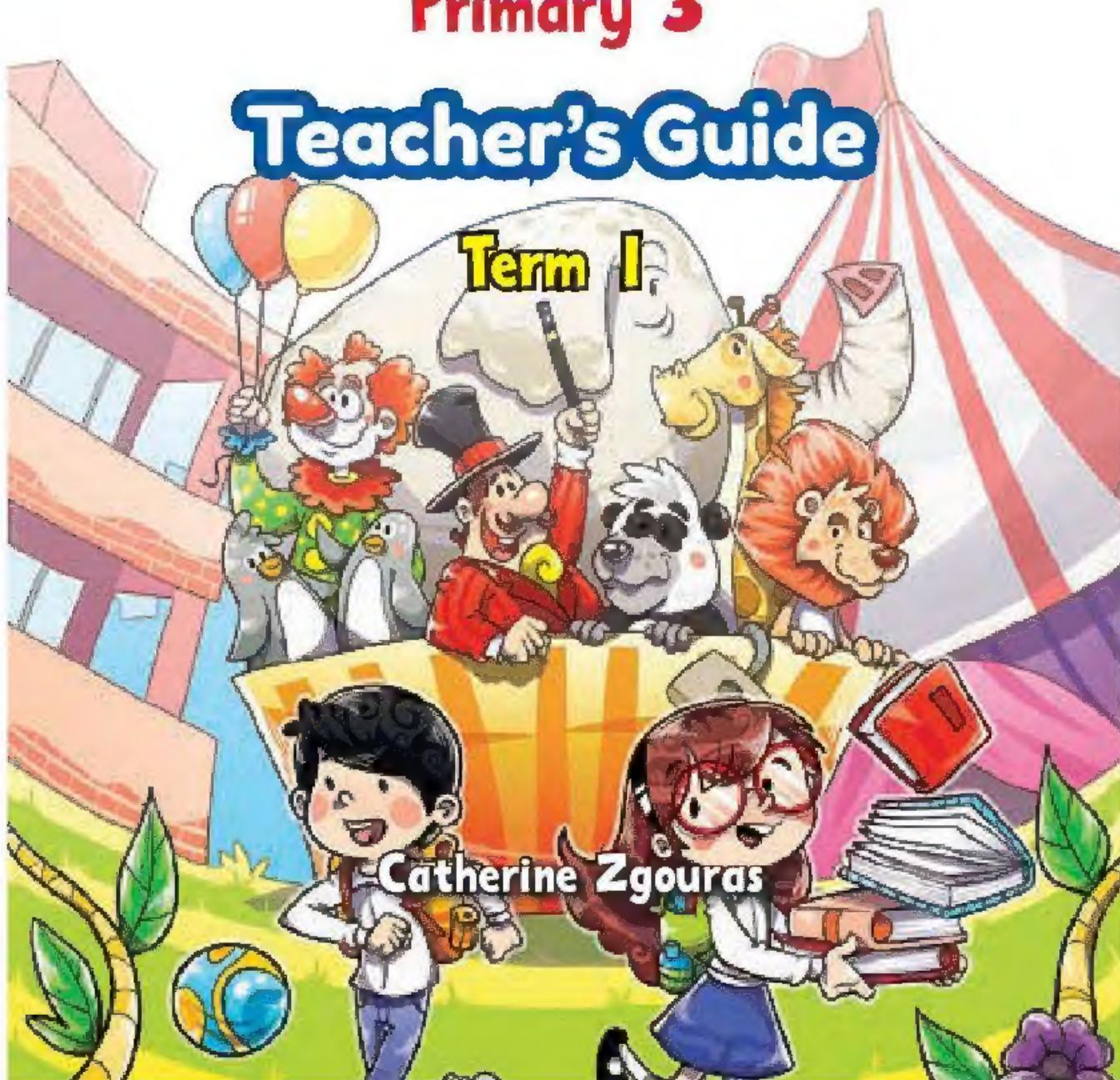


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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) and specifically, the CACD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Reda Hegazy
Minister of Education and Technical Education



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Scope and Sequence:

Theme 1

Who am I?

Unit	Vocabulary	Language	Phonics
1 I feel happy!	angry, excited, happy, hungry, sad, thirsty, tired	<i>How do you feel? I feel happy.</i> <i>He feels happy. She is excited.</i>	ee: feel, bee, sleep ea: leaf, clean, eat, meat
2 What's the matter?	cold, cough, fever, headache, sick, well, stomach, bone, heart, skin	<i>What's the matter? I have a fever. I'm sick because I have a headache.</i>	ck: sick, black sk: skin, skirt, sky
3 On the weekend	collecting magnets, drawing pictures, listening to music, playing sports, singing a song, taking photos light and dark colors	<i>I am playing sports. I like (playing sports), but I don't like (singing). I draw pictures on Saturdays. I play tennis at ten thirty-five.</i>	ng: sing, fishing sp: sports, space, spider
Review 1			Revision of units 1-3





Life skills	Values	Issues and challenges	Integrated cross curriculum topics
Communication skills: Self-expression: Talking about feelings	Perseverance Compassion	Social participation Preventative health	Science: A healthy lifestyle Math: Measuring lengths using millimeters and centimeters; Using bar charts
Self-management: Realizing the importance of keeping safe while using medicines; keeping healthy Empathy Resilience	Independence Compassion	Therapeutic health Preventative health	Science: Parts of the body; Personal hygiene; Medicines and safety
Creativity Empathy	Participation Compassion	Non-discrimination for people with special needs	Math: Telling the exact time Art: Describing colors Science: Magnets
Self-management Self-assessment			



Scope and Sequence:

Theme 2

The world around me

Unit	Vocabulary	Language	Phonics
4 I love my home	armchair, bookcase, chair, clock, cupboard, lamp, couch, table, television	What's in the living room? There's a clock. It's next to the bookcase. There are chairs across from the TV.	air: hair, chair, pair ear: ear, beard
5 At the zoo	elephant, giraffe, hippo, lion, panda, penguin; plant, pollute, recycle, reuse, glass, paper, plastic	Where are the hippos? Go straight. Turn left/right. How about going to the elephants? Good idea!	ph: photo, elephant wh: white, whale, when, where
6 Let's go to the circus!	clown, ringmaster, dog trainer, trapeze artist, quadrilaterals, square, rectangle, rhombus, angle, side, corner, circus people, tally chart, bar chart	What does the clown look like? He is tall and thin. What's that? It's my pencil case. It's my rectangle.	ou: cloud, mouse, mouth, pound ow: clown, cow, flower
Review 2			Revision of units 4-6

Fiction reader

Malak's Dream





Life skills	Values	Issues and challenges	Integrated cross curriculum topics
Collaboration	Cooperation Respect	Loyalty and belonging	Social Studies: Helping at home Math: Multiplication and division Science: Natural resources in Egypt
Communication Critical thinking	Independence Curiosity	Awareness of duties and rights Environmental responsibility	Social Studies: Using a map Science: Animal habitats Math: Understanding fractions
Respect for diversity Creativity: Appreciation of art and skill Problem-solving	Curiosity Appreciation of science	Community participation	Art: Performing art Math: Quadrilaterals; Finding information on a graph Science: Using simple experiments to answer a question
Communication Participation			
Communication Problem-solving	Respect for others	Non-discrimination for people with special needs	



Introduction

Introduction

Welcome to *Connect Primary 3*. This new primary English course uses the latest methodological techniques for young learners and establishes a solid foundation on which students can build their English language knowledge. The course creates an enjoyable and engaging environment full of fun, engaging activities, to encourage the students' language development.

Aims of the course

The course aims to give primary students the tools they need to develop their knowledge and use of English and to increase their grasp of both the spoken and the written language, including basic phonetic sounds. It has a background in the cognitive developmental theory which supports and guides children as they construct their own understanding of the world. The course also caters for the increasing English language needs of language school students who are studying multidisciplinary themes in English. The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. It has been carefully designed to support whole child development, it not only supports the language development of the child but also attends to their physical, cognitive and emotional needs. Therefore the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects to create a comprehensive, successful learning experience. The units are divided into four main themes (*Who am I?, The world around me, How does the world work?, Communication*) encouraging the students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

The context of *Connect Primary 3* reflects the children's environment so the topics draw on their knowledge and subsequently challenge them to discover more about the world through English. Topics in *Connect Primary 3* Term 1 include health and emotions, leisure activities, home, animals, and appearance.

The main characters

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. They are in Primary 3 and have two close friends, Amira and Youssef. The characters are learning about their environment and the world around them so the students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She is represented throughout the course in the activity icons which clearly show students the activity type alongside each rubric.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has six main units plus two review units. Each unit has an appropriate topic for young children. The lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration
- listening and speaking practice of the target language of the unit presented in clear contexts
- phonics presentation and practice including listening, speaking and writing tasks
- deeper exploration of values, life skills or issues
- integrated content from other curriculum areas such as Art, Science, Social Studies and Math
- a song to practice target vocabulary and language
- a project in which students complete a craft project and present it using the unit vocabulary
- a *Show and tell* activity
- a self-assessment section

The review units, which appear after each group of three units, are designed to practice and consolidate the language students have learned so far. The review units are also an extremely useful progress check for both teachers and students, facilitating both assessment by the teacher and self-assessment by the student. Each review unit has four pages and two lessons.

Audio material

The Egyptian Knowledge Bank (EKB) includes all the recorded material with age-appropriate songs and stories which have been carefully written and produced for the age group included. It is an invaluable resource and should be used as directed in the Teacher's Guide in every unit. The recorded material provides not only an accurate model of the language for the students but also a useful teaching tool, enabling you to vary the activities and pace of the lessons.

Teacher's Guide

A full color Teacher's Book with every page of the Student's Book inset with the accompanying notes, this comprehensive guide provides detailed lesson plans on how to teach all activities, along with suggested key teacher language. It aims to help you to get the most out of the materials you have both on the page and on the EKB. Audio scripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional materials required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested *Opener* activities to revise language from previous lessons. The notes suggest many ideas about how to assess previous knowledge and experiences within new topics. The activities outlined in the teaching notes can be adapted to suit students who are more confident and who are making rapid progress or those students needing more practice and revision. There are *Fast finishers* activities and *Practice Game* suggestions at the end of each lesson.

The Teacher's Guide also provides suggestions for successful classroom management. Young learners have limited concentration spans and particular needs. It is therefore important to vary your teaching approach to enable each individual student to participate as well as to use group work, pair work and class work effectively.

The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure students are confident before moving on. This approach supports the assessment of students' progress on an ongoing basis.

Flash cards

To facilitate learning, flash cards are provided for all the key vocabulary in each unit. They can be used during the opener activity in each lesson to present or revise language and can also be used during pair activities, role plays and memory games. The list of flash cards necessary for each lesson is indicated in the materials section of the lesson box.

Phonics cards

Phonics cards are provided for each of the letter sounds presented on the course. These are full color double-sided cards with the letter on one side and a picture and the word of a key vocabulary item which represents this sound on the other side. For example, the letter *b* with a picture of a *book*. They can be used as visual reinforcement to revise key sounds in matching activities and in memory or guessing games.

Digital toolbox

Digital resources include videos of songs and stories, as well as additional factual material to support the topics in the Student's Book. Using digital materials in your lessons, alongside printed materials and realia, helps to give more variety for students. This is particularly important for Young Learners who have short attention spans.

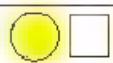
Introduction

Teacher Assessment

Connect has no formal assessment. This is deliberate so that students focus on enjoying English and can learn without the pressure of tests.

At the end of each unit there is a **Teacher Assessment** which allows you to keep track of your students' progress. This should be used to inform how you structure your lessons. Look out for problem areas that students need to practice more. You can then make sure that you revise this language in future lessons.

Teacher assessment



To complete the assessment, take in the books at the end of the unit. Look at the students' own assessment of their progress in the *Self Assessment* activity. Check that you agree with their own assessment and then allocate your own mark on their progress.

For your own records, give students a grading for each skill based on the criteria below. Then for each student tick the correct colored circle in the Student's Book to represent their general progress in all the skills.

Make sure that students know that a tick next to a red or yellow circle is not a failure but is just a sign that they need to revise the language in this unit and for you to improve or adapt your teaching technique.

For your own records, review the unit objectives and give each student a color according to the color coding delivered to your school. You can follow these guidelines to give the appropriate grading.

- If the student was able to achieve all of the unit objectives and is able to use more details about the topic, tick the blue circle.
- If the student was able to achieve all of the unit objectives, tick the green circle.
- If the student was able to achieve most of the unit objectives, tick the yellow circle.
- If the student is struggling to achieve the unit objectives and needs more support from you, as well as more practice, tick the red circle.

Closing

A closing section is included at the end of each lesson to help you check for understanding and to inform you about subsequent instructions. At some point it will help you to emphasize key language and correct misunderstanding. Closings might take several forms: they can just be quick or can review to summarize what your students have learned, or can be activities like role plays showing how your students' performance improved. Examples of other closing techniques include: students write or discuss what they learned in that lesson; students share one thing they learned in the lesson; or have a quick thumbs up/down show of hands.

How to use the course

Unit walkthrough

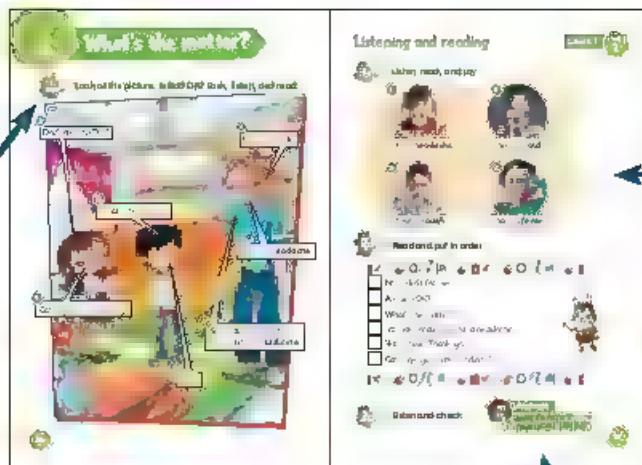
There are two Student's Book pages for each lesson. Each lesson has a particular focus.

Unit opening lesson

The unit topic is introduced through a fun and realistic dialog featuring the course characters

The lesson works towards the children using language to express themselves

The activities are clearly shown to the students with the fun icons of Busy Bee



Students listen to the new words and see clear pictures of them to help their understanding. The words are written under the pictures to help students become accustomed to reading the new words

The artwork is bright and colorful with lots of details for students to find and discuss

The language in each lesson is clearly presented to teachers and parents in the footer

Introduction

Vocabulary / Listening and reading

New language is presented and practised in a variety of ways so that the students enjoy learning. Confidence with the new language is gradually built up through fun activities.

Life skills, Values and Issues

Life skills, Values and Issues are integrated throughout the course but there are also specific lessons focusing on these learning points as they relate to the unit topic.

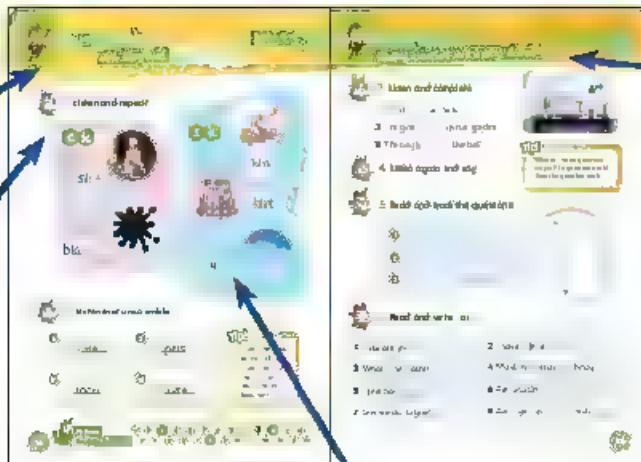
The topics of the Life skills, Values and Issues pages are carefully chosen to present goals that students can achieve for themselves. In this unit about health and medicine students learn how to care for their health, use medicines responsibly and what to do when they are sick.

Introduction

Phonics / Writing skills

Students listen to the phonics on the EKB which presents the target sounds and words. They listen and repeat the sounds.

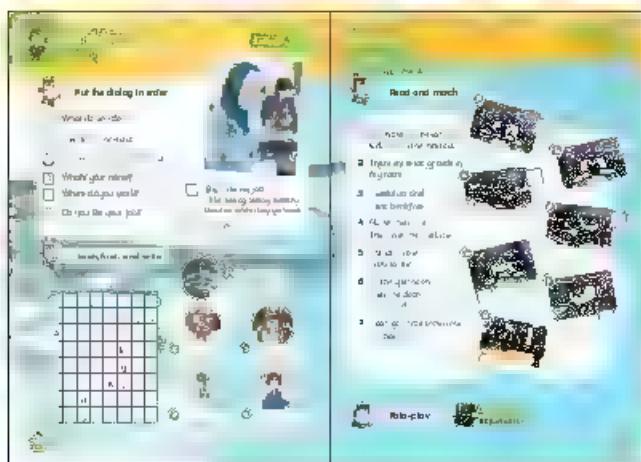
The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.



Writing skills focus on sentence formation and punctuation. Clear guidance about the formation of punctuation marks is given on the page. Students can then practice using the punctuation in the context of a sentence.

Students are encouraged to listen and understand how words are formed by blending sounds. They then move on to blending sounds and forming words themselves.

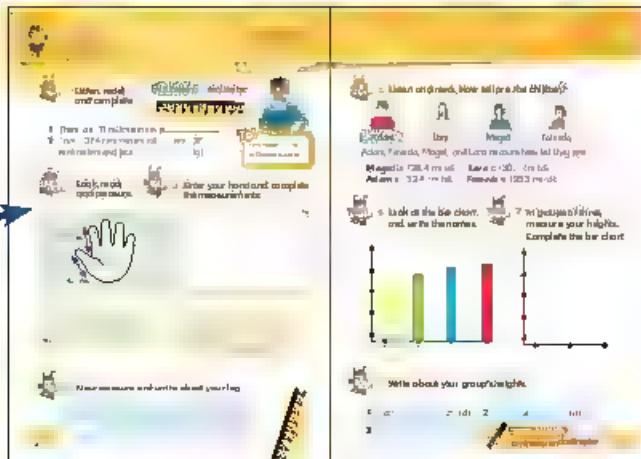
Values and Life Skills



This lesson also links to the Value of independence and the Life Skill of empathy because students learn about the difficult job of nursing and how to behave in hospital.

English in the classroom (CLIL)

Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum including Maths, Science, Social Studies, Art or Music. In this lesson the related curriculum area is Social Science.



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that the students are studying in other lessons.

Introduction

Project

Every unit includes a project. This project consolidates the language of the unit and provides a tool for teachers to assess the students' progress in both the language and the target life skills, values and issues.

Resources needed for the project are clearly shown on the page



Both creativity and working in groups are important elements of the Primary 3 curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families. Students should work together sharing resources and cooperating with each other.

For guidance about how to complete the project is given in the Teacher's Book

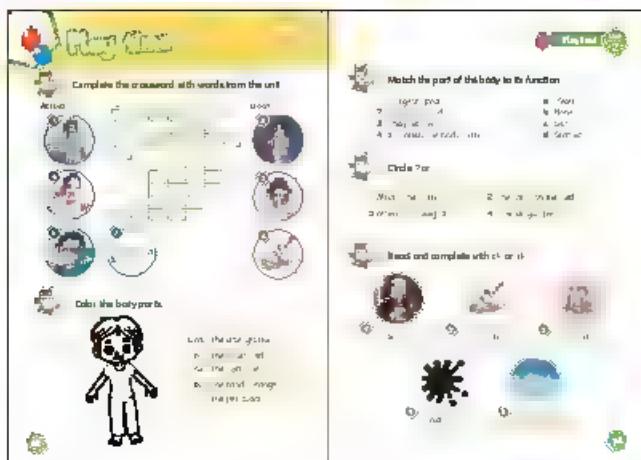
After completing the project, the students show their creation to the class or their group. The presentation includes practice of the target language of the unit.

Self Assessment



After students complete the unit, they need to think or reflect on their own performance in the areas of language skills, life skills, etc. In this way, students develop a sense of self-dependence and self-management. Students are to read the sentences in each row and think of which level describes their performance. They then color the stars that they think best describe their work. Help students understand that this is for their own record to guide them in their own development. Students are asked to read the sentences but they can ask for the teacher's help to read or ask for their shoulder partner's help to read.

Play time



These pages are extra material designed for the students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages are not compulsory and are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.

The children are working more independently on these pages, so they also have a chance to develop problem-solving skills.

Introduction

The communicative approach

Listening and speaking are vital language skills for communicative competence and *Connect Primary 3* offers an interesting and varied range of activities for you to present to your students. The course presents new structures and vocabulary gradually in class group and pair work through the context of unit topics: short narratives, interactive activities and songs and games until they become a part of the students' active repertoire.

For Primary 3 the language and topics of the course remain close to the world of the student, sometimes moving out into the world beyond and returning regularly to familiar territory. All new vocabulary is related to the unit topic. The words are high frequency and so they can be used actively by the students throughout their language learning. In this way the students' learning feels relevant and personal to them and about them. The course has also been designed to complement the rest of the curriculum for Primary 3 so that vocabulary and topics are familiar.

The new structures and vocabulary introduced throughout the book are continually recycled and detailed notes in this Teacher's Guide encourage you to use a variety of teaching methods when presenting new language. Different ways of setting up group work, pair work and whole class activities are all explained in the Teacher's Guide to ensure that students remain active and interested learners of English and to facilitate self assessment by students to monitor their continued progress.

The syllabus both develops and consolidates the skills of reading and writing. Throughout this course short texts serve as models which are used for comprehension and writing.

The communicative approach exposes the students to a range of structures used in English, helping them to engage with meanings in English and encouraging enjoyment in using the language. It enables the teacher to set up learning activities in the classroom and provides useful classroom routines to assist the students' learning. Through the communicative approach your students will be encouraged to become active and enthusiastic learners of English.

The role of the teacher

In the communicative classroom, you have many roles:

- 1 **Instructor** You introduce new language, give instructions to students, and decide what language and activities need to be practiced.
- 2 **Manager** You organize the classroom in order to fulfil the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).
- 3 **Advisor** When students are working in pairs or groups you move from group to group to monitor progress, help individual students with unknown words or difficulties in understanding the activity, or correcting mistakes.
- 4 **Personal tutor** You need to identify individual students' areas of difficulty and find ways of helping them.

Preparation for teaching

Each lesson contains suggestions to help you to prepare adequately. The relevant Student's Book pages are always given at the beginning of the teaching notes and any further resources required for the lesson are listed. Always prepare by reading through the lesson notes before the lesson, making or collecting any additional resources required so that you are fully equipped and ready to teach the lesson. You will also need to prepare listening activities involving the CD in advance.

Introduction

Teaching reading and writing skills

This course has been carefully designed to support both pre literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogues.

The development of age appropriate writing skills is also carefully introduced. Attention is still given to the correct seated position for writing. Students should sit straight and upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly - make sure students don't grip the pencil too tightly. Writing skills development in primary 3 consolidates the focus on sentence formation and punctuation. Clear guidance about the formation of punctuation marks is given each unit. Students afterwards practice using the punctuation in the context of a sentence.

Students are asked to trace and copy words and short phrases at first. As they build confidence and skills, they will begin to write short sentences while keeping an eye on the use of correct punctuation marks. In the same way, reading passages gradually become longer while still building on vocabulary and structures from the unit.

Students are also encouraged to read shorter texts that require intense concentration and allow the students to digest chunks in pieces, acquire academic vocabulary and build confidence.

On another level, students are directed to improve their own processing of a reading text by following techniques that aim to increase their reading comprehension. Examples of these techniques include but not limited to, highlighting some part of text, adding notes next to some parts, asking questions, etc.

Text reading in most cases is accompanied by listening to an audio recording of the same text. This technique helps to build fluency skills, including proper phrasing and expression, improving sight word recognition and building comprehension.

Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

Teaching phonics

The teaching of phonics plays an important role in developing literacy. An awareness of phonics facilitates the students' ability to discriminate between similar sounds and so develops their listening skills. In addition, learning language through phonics has been shown to develop students' spelling and consequently their writing skills too.

Connect Primary 3 introduces students to the basic sounds of the language through a phonic approach. The students are presented with simple consonant and vowel clusters to build upon their knowledge of the phonic sounds of each of the letters of the alphabet. They identify the sounds in different words through lively listening activities, and then blend the letters and digraphs to spell simple words. They also practice blending and writing words through carefully graded activities.

Teaching CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English.

On this course the CLIL area is closely related to the theme of the unit and story content, in which areas such as Math, Art, Science and Social Studies are covered. The material included is engaging, age appropriate and opens the door to new areas of learning around a topic. In some cases, a whole lesson is based on a related CLIL topic, and in other cases the other topic forms a part of the lesson.

Introduction

Teaching Life skills

Children in Primary 3 are developing many new skills, building on the life skills learnt in kindergarten and Primary 1 and 2. These include a wide variety of essential life skills. The curriculum framework divides life skills into four learning dimensions:

- Coexistence skills: participation, empathy and respect for diversity. In *Connect Primary 3*, skills introduced for this dimension include collaboration and respect for diversity.
- Self skills: self management, accountability, communication, resilience. In *Connect Primary 3*, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress.
- Job skills: collaboration, decision making, negotiation, productivity. In *Connect Primary 3*, skills introduced for this dimension include respecting others, working in groups and following rules.
- Scientific skills: critical thinking, creative thinking, problem-solving. In *Connect Primary 3*, skills introduced for this dimension include problem-solving and creative thinking in project and presentation tasks. Stories, puzzles and songs promote and develop critical thinking and problem-solving skills in the classroom. The aim is to make thinking fun for students.

The methodology is underpinned by current thinking skills trends in early years education. While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development which helps to create confident, smart early thinkers.

Teaching values

Values education is the teaching of values such as curiosity, cooperation and independence. These values help to create good citizens, and are very important development steps for children of this age.

Students are introduced to the ideas of good coexistence values by being exposed to simple values topics set in a classroom context. They are shown common situations in school life in the context of a story and in the form of photos and songs. Through these, they are guided towards behaviors such as kindness, consideration, cooperation, politeness and respect, helpfulness and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are:

- non-discrimination issues
- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course, where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy lifestyle in Unit 1. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.



— Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It is a process that can boost language learning, it's inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up, sit down, clap your hands and open your books* are some of the common instructions which could be used. TPR is also used to react to the content of songs in running activities and guessing games.

— Using craft in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom. The projects on this course have been selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age. A clear step-by-step demonstration is required from the teacher who should monitor carefully, helping those in need before progressing to the next stage. Craft can also be a springboard for speaking activities, classroom displays, role plays, songs and stories.

— Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the Games Bank at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.

— Characteristics of Young Learners

Young children by nature are very inquisitive active learners. They need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits have reading corners, role-play and construction areas in order to promote reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Introduction

Techniques for Teaching Young Learners

Children use imaginative play to help them make sense of the world so as teachers we should harness this by bringing puppets and toys to the classroom. A mystery bag or box with flash cards and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing so ensure that all activities are meaning focused and appropriate to their stage of development.

Ongoing assessment

It is most important for you to be aware of your students' progress throughout the year in order to stretch the more able students and keep them interested and to encourage and give extra practice to any students who may be having difficulties.

The Closing activity suggested in the Teacher's Guide at the end of each lesson draws on and practices the material covered in the lesson so the students' performance can serve as an indicator of their progress.

Any common problems students are experiencing should become the focus for the next lesson. For example, if students are frequently using a wrong spelling or pronunciation focus on this in the next lesson. Individual difficulties can be dealt with by talking to the student or by setting individual exercises which may help to improve the student's confidence. Always talk positively to students, even about their errors to build confidence and show that we can learn through making mistakes.

Also be aware that the students will have different skills. Reading and writing skills are more difficult for some students to master than for others. Similarly, some shy students who are reluctant to speak may be very good at reading and writing. They should also be encouraged and praised for their efforts in every skill.

Classroom management

Working in whole class, pairs and groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established children begin to understand what is expected of them and how they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom.

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Ask simple questions as revision e.g. *What day is it? Is it sunny today? How old are you? What's your favorite toy?* Take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson.

Introduction

Table time

Color code tables and ensure that when the children move from one stage of the class to another that they do it group by group and not altogether. Ensure that the tables are uncluttered with only the materials necessary for the activity to hand.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say goodbye to you in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly but forget easily. Use language that children can associate with a certain routine or activity which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines.

Come here, everyone!

Let's sit down!

Let's be quiet!

It's time for a story!

Stand up, please

Go to your table

Open your books

Close your books

Tidy up, please

Stand in a line

I hope you enjoy using this innovative new course which has been lovingly written and designed to create a memorable and purposeful language learning experience.



Let's remember

SB pages 2-3

Objectives:	To welcome students to their new English class To revise vocabulary from Primary 1 and 2 To identify and match simple questions and answers To complete simple descriptions
Vocabulary	apartment, apple, armchair, bathroom, bedroom, book, chair, computer, cupboard, doll, donkey, flower, goat, house, kitchen, kite, living room, park, robot, couch, station, supermarket, toys, tree
Language:	Are there any bananas? What do you have in your apartment? What are these? How are you? I'm fine Where's the station? It's next to the supermarket
Materials:	Student's Book pages 2 and 3 Flash cards furniture, toys, colors

Opener

- Welcome students with a smile. Make sure they know where to sit
- Greet the class. Then say *Hello* (name). *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students say to each other *Hello*. *How are you?*

Presentation

- Take out the flash cards arranged in a random order. Raise each flash card one by one and say each item. Ask students to repeat after you. Repeat once more.
- Work with the class to sort the flash cards into groups of furniture, toys, and colors. Stick the cards on the board in the groups.

STUDENT'S BOOK

page 2

1 Look and write. What is the mystery word in yellow?

- Say *Open your books* and hold your copy up open to pages 2-3. Repeat until all students have their books open at the right place.
- Make sure all students can see when you use your book with the class - walk around the room if necessary.
- Tell students to look at the picture clues. Point to the first picture and ask *What is it?* Encourage *apartment*. Show the example answer.

1 Look and write. What is the mystery word in yellow?

1	a	p	o		m	e	n	t
2								
3	c	o	m	p	t	e	r	
4	e	h	a	i	r			
5	h	o	u	s	e			
6	b	a	t	h	r	o	o	n
7	k	i	t	c	h	e	n	
8	b	e	d	r	o	o	m	

The mystery word is

2 Read and match the questions and answers

1 Are there any bananas?	a These are my toys
2 What do you have in your apartment?	b I'm fine
3 How are you?	c It's next to the supermarket
4 What are these?	d No, there aren't. There are some apples
5 Where's the station?	e I have a kitchen, a living room, two bedrooms, and a bathroom

- Explain that students should continue in the same way. Tell students that they need to be careful with spelling or the crossword won't work. Explain that the letters in the tinted box will spell another word.
- Monitor and check all can do this and are on task.
- Encourage students to write the mystery word under the pictures.

Answers

1	a	p	a	r	t	m	e	a	t
2	c	a	p	b	o	a	r	d	
3	c	o	m	p	t	e	r		
4	e	h	a	i	r				
5	h	o	u	s	e				
6	b	a	t	h	r	o	o	n	
7	k	i	t	c	h	e	n		
8	b	e	d	r	o	o	m		

Mystery word armchair

2 Read and match the questions and answers

- Point to the first question and ask a confident student to read it to the class. Read the answer *a*. Encourage that this is not the correct answer.
- Ask students to match the first question to the correct answer. Have a confident student read out the question and answer. Praise good work.

Let's remember



Vocabulary

Lesson 1



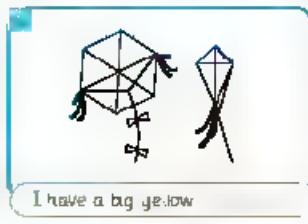
3 Read and trace



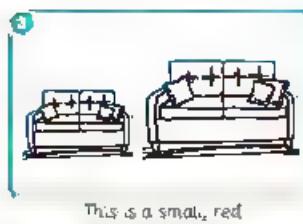
4 Circle and color



1 There's a short, blue, doll.



2 I have a big, yellow, kite.



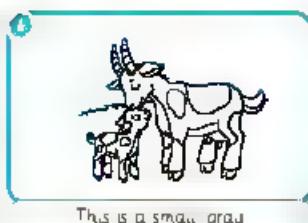
3 This is a small, red, couch.



4 It's a tall, green, tree.



5 This is a big, pink, flower.



6 This is a small, gray, goat.

- Ask student to continue in the same way for the other pictures. Monitor by walking around the classroom and helping as necessary.

4 Circle and color

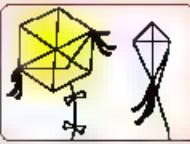
- Point to the first picture. Ask students what it shows. Accept answers only from students who have raised their hand. Elicit *They are dolls*. Encourage students to describe the dolls. Accept all reasonable answers and elicit that one is tall and one is short. Demonstrate that they should draw a circle around the word *doll*.
- Read the sentence below the picture with the class. Ask students which doll the sentence is about. Elicit that it's the short doll.
- Read the sentence with the class again and ask *What color is the doll?* Elicit *blue* and ask students to color the short doll blue to match the sentence.
- Place students in pairs and have them complete the activity.
- Monitor and assist as needed.

Answers.

1 doll.



2 kite



3 couch



4 tree



5 flower



6 goat



- Ask students to work in pairs to match the questions and answers.

- Monitor and assist as needed.

Answers

1d 2e 3b 4a 5c

Extra practice

- Ask students to practice reading the questions and answers to each other. Ask some confident pairs to read the questions and answers to the class.

STUDENT'S BOOK

page 3

Presentation

- Use flash cards of furniture and toys to encourage students to describe what they can see. For example, if you hold up a picture of a big, red couch, elicit that it is large and red. Encourage students to tell you as much as they can about each picture.

3 Read and trace

- Raise the Student's Book.
- Ask students to look at the words. Point to the first word and ask *What is it?* Elicit *doll* and show that students should trace the word *doll*.

Closing

- Point to items in the classroom (chair, bag, pencil, etc.) and encourage students to describe the sizes and colors.
- Remind students about what they have learned so far. Praise their achievements.
- Tell students *In the next lesson, we will learn about places and technology.*





Let's remember

LESSON 3

pages 4-5

Objectives	To review vocabulary from Primary 2 To ask and answer questions To give and follow directions To read and complete a paragraph about modern technology
Language	<i>Is there a river? Yes, there is. Are there any balloons? No, there aren't. Where is Sheriff's house? Go straight, turn right. It's on the left.</i>
Issues	Digital citizenship
Materials:	Student's Book pages 4 and 5 Audio files Flash cards: furniture, toys, animals Soft ball or beanbag

Opener

- Greet the class. Then say *Hello (name)*. *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students ask each other *Hello. How are you?*
- Play *Color Show* (Games Bank page 134) to revise colors

Presentation

- Take out flash cards of furniture, toys, and animals, arranged in a random order. Raise each flash card one by one and say each item. Ask students to repeat after you. Repeat once more.

STUDENT'S BOOK

page 4

1 Listen, point, and say

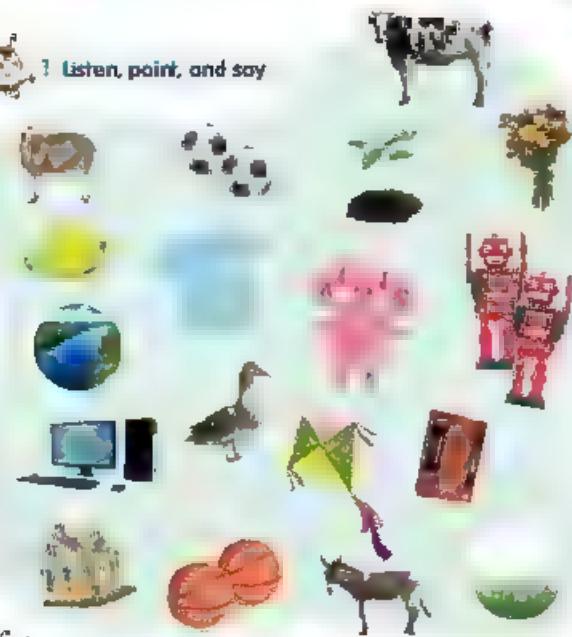
- Ask students to look at the pictures and say what they can see.
- Explain that they will listen to the words.
- Play the audio one word at a time and ask students to point to the correct picture in their Student's Book. Repeat the same procedure for all the words.
- Play the audio again, pausing after each word for students to repeat.

basketballs
a computer
a cow
a cupboard
a doll
a donkey
a duck
a fish
flowers
footballs

Speaking



1 Listen, point, and say



2 Look, ask, and answer



a house
a lake
a plant
a river
balloons
a sheep
a T-shirt
grass

2 Look, ask, and answer

- Ask students to read the speech bubbles quietly. Then ask two students to read one part each.
- Do the activity with some confident students as an example. e.g. Say *Is there a duck?* and elicit *Yes, there is.* Ask *Are there any horses?* and elicit *No, there aren't.*
- Place students in pairs. Ask them to continue to ask and answer questions with each other.
- Walk around monitoring for correct pronunciation. Correct as necessary.
- Ask a few confident pairs to repeat their questions and answers for the class.

Students' own answers

Let's remember

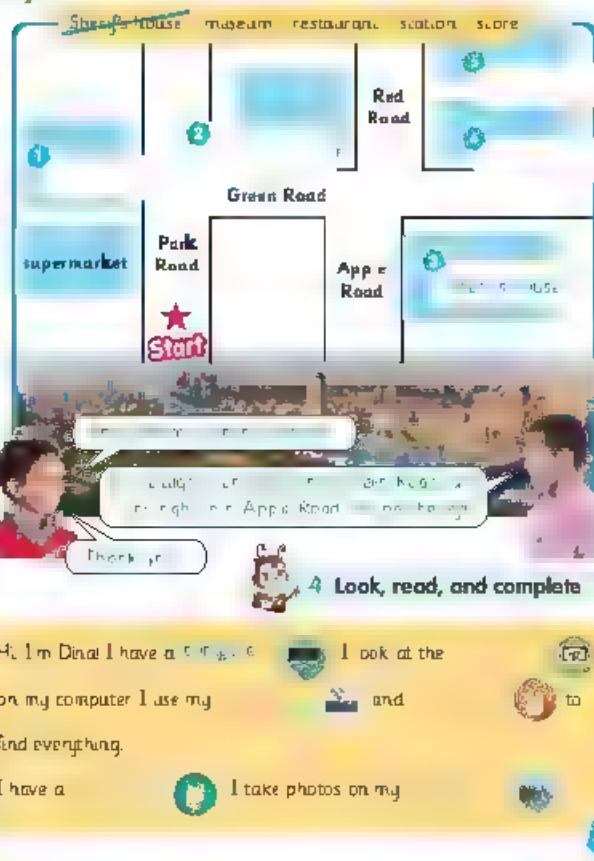


Writing

Lesson 2



3 Listen and read. Write the places on the map



4 Look, read, and complete

H: I'm Dina. I have a **computer**. I look at the **picture** on my computer. I use my **keyboard** and **mouse** to find everything.

I have a **cell phone**. I take photos on my **camera**.

STUDENT'S BOOK

page 5

Presentation

1 Revise *straight*, *right* and *left* by asking students to point in the different directions. Repeat several times giving instructions increasingly quickly.

3 Listen and read. Write the places on the map

- Ask students to look at the map and note that there are 5 places numbered, and there are 5 places in the word box.
- Explain that you will play the audio with pauses for students to listen and follow the directions to the correct place.
- Play the first dialog and encourage students to read the speech bubbles.
- Read through the directions slowly and help students understand how to follow the steps through the map. Show that Sheriff's house is 3.
- Play each dialog pausing to identify the place and to allow students to follow the directions and write the places. Play each dialog several times.

Khalid: Amur, where is Sheriff's house?

Amur: Go straight, turn right into Green Road and turn right into Apple Road. It's on the left.

Khalid: Thank you!

Amur: Khalid, where is the museum?

Khalid: Go straight. Go past the supermarket on your left and it's the next building on your left.

Amur: Thank you!

Khalid: Amur, where is the store?

Amur: Go straight, turn right into Green Road and it's on your left.

Khalid: Thank you!

Amur: Khalid, where is the restaurant?

Khalid: Go straight. Turn right into Green Road, then turn left into Red Road, and it's on your right, up the road.

Amur: Thank you!

Khalid: Amur, where is the station?

Amur: Go straight, turn right into Green Road. Go past Apple Road on your right, and Red Road on your left. It's on your left.

Khalid: Thank you!

Answers

1 museum

2 store

3 Sheriff's house

4 station

5 restaurant

Extra practice

□ Place students in pairs. Tell them to role play the dialogs once and then swap roles. Ask confident volunteers to come to the front and role play the dialogs.

4 Look, read, and complete

- Revise modern technology words from Primary 2, e.g. **cell phone**, **tablet**, **computer**, **camera**, etc.
- Ask students to work in pairs to read the passage and use the pictures to complete the missing parts.
- Tell students that they can work in pairs to complete the activity.
- Check answers as a class. Write answers on the board for students to check again.

Answers

H: I'm Dina. I have a computer. I look at the picture on my computer. I use my keyboard and mouse to find everything. I have a cell phone. I take photos on my camera.

▪ Place students in pairs and give them a sheet of A4 paper. Ask them to write their own dialog like the one in Exercise 1. Students then role play the dialog in front of the class.

Closing

- Remind students about what they have learned so far. Praise their achievements.
- Say *In the next lesson, we will talk about feelings*.



I feel happy!

1

pages 8-11

Objectives: To recognize and express own feelings
To ask and answer about own feelings
To sing a song

Vocabulary: *happy, sad, excited, tired, angry, hungry, thirsty*

Language: *How do you feel? I'm tired. He feels unhappy. She is excited.*

Materials: Student's Book pages 8 and 9
Audio files
Flash cards *happy, sad, excited, tired, angry, hungry, thirsty*

STUDENT'S BOOK

page 8

Opener

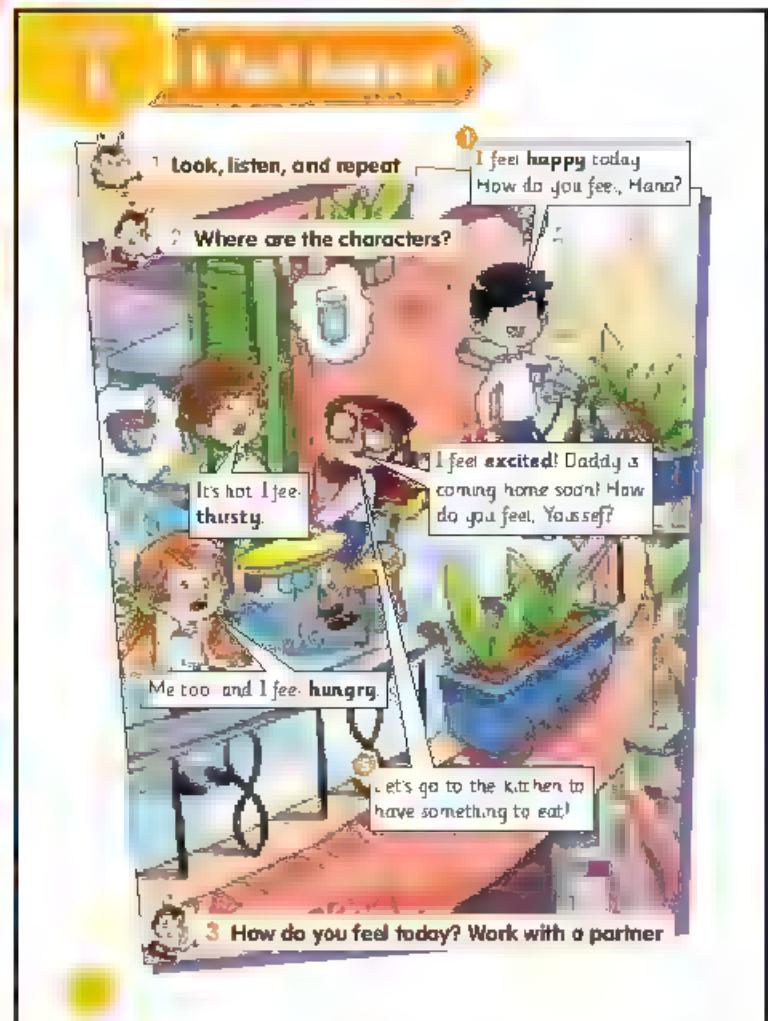
- Greet the class. Then say *Hello (name)*. *How are you?* to several students to encourage the response, *Hello, Miss / Mr (name). I'm fine thanks*
- Revise the course characters by pointing to them in the book. Ask students to tell you their names, and anything else they can. For example, they can say *Hana is a girl. Harry is Hana's brother, etc.*

Presentation

- Look at the pictures on page 8. Ask students to say who they see in the picture.
- Take out flash cards. Raise each flash card one by one and say each feeling. Ask students to repeat after you. Repeat once more.
- Then mime each feeling for the class to guess the feeling. Tell students to raise their hands in order to answer.

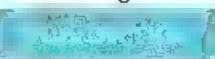
1 Look, listen, and repeat

- Raise the Student's Book and point to the picture. Elicit the names of the characters and what the students can see in the picture.
- Point to the first speech bubble. Tell students to point to the same one in their books. Read the sentence aloud and have students repeat after you.
- Repeat the same procedure for all the lines in the conversation.
- Play the audio for students to listen to. Tell them to read along as they listen.
- Divide the class into 5 groups and allocate each group a part from the text e.g. *Hana, Harry*
- Explain that you will play the audio and students have to repeat their parts. Play the audio with pauses for students to complete the exercise.



7 Place students in groups of five and have them role-play the dialog.

8 Ask groups to come to the front of the class and role-play the dialog.



Hana: *I feel happy today. How do you feel, Hana?*

Hana: *I feel excited. Daddy is coming home soon. How do you feel, Youssef?*

Youssef: *It's hot. I feel thirsty.*

Amira: *Me too, and I feel hungry.*

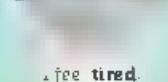
Hana: *Let's go to the kitchen to have something to eat!*

2 Where are the characters?

- Instruct students to look at the picture on page 8.
- Have them describe what they can see (elicit *plants, other buildings, a mosque*).
- Ask them *Do you think the characters are inside the house or outside?*

Answers

The characters are in the balcony.

Listening**4 Listen, point, and say***I feel happy!**I feel excited!**I feel hungry**I feel thirsty**I feel angry!**I feel tired**I feel sad.**I feel angry!**I feel tired.**We can use an exclamation mark (!) for strong feelings.**How do you feel? I feel happy!*

3 Play the audio passing after each sentence to give students time to repeat

4 Place students in pairs and have them point to each picture and say what feeling it expresses. Monitor by walking around the classroom and helping as necessary

Answer key

*I feel happy!
I feel excited!
I feel hungry
I feel thirsty
I feel angry!
I feel sad.
I feel tired*

3 How do you feel today? Work with a partner

- 1 Ask students to work in pairs
- 2 Explain that you will say a feeling and students have to say who feels like that in the story. Say *excited*. Encourage Hana.
- 3 Instruct students to ask their partners about how they feel today.
- 4 Encourage confident students to share their answers

Students' own answers**STUDENT'S BOOK****page 9****Presentation**

- 1 Use flash cards to present and practice words for feelings
- 2 When students are confident, you can slowly reveal each flash card and see who can identify the feeling first

4 Listen, point, and say

- 1 Raise the Student's Book and point to the first picture. Ask students what it shows. Accept answers only from students who have raised their hands. Encourage *I feel happy*.
- 2 Explain that you will play the recording and students should listen, point to the picture and repeat the words.

5 Look, read, and match

- Ask students to look at the pictures. Ask different students to point to a picture of their choice and say what it shows
- Place students in pairs and have them complete the exercise
- Check answers by writing them on the board

Answers

1c 2g 3e 4f 5a 6b 7d

6 Sing

- Tell students you are going to sing the first part of the song, and as you do they have to mime it
- Play the first part of the song and have students sing and mime as they do so
- Then sing the second part of the song slowly, stopping after each child's sentence. Tell students to repeat after you
- Divide the class into three groups and allocate each one a part e.g. Child 1, Child 2, Child 3. Tell them that each group will sing a part and mime as they do so
- Play the audio for students to complete the activity. Then give groups a different role to sing and mime too. Replay the song
- When students are confident, play the karaoke version and have students chant to it as they mime

Song lyrics

I feel thirsty, thirsty, thirsty
 How do you feel?
 I feel angry, angry, angry.
 How do you feel?
 I feel hungry, hungry, hungry.
 How do you feel?
 I feel happy, happy happy
 And we hope you do too!

Extra practice

Explain to students that you are going to say a feeling for students to mime. Say *tired* and have students mime it. Do the same for all the feelings.

Self-expression

Lesson 5

5 Look, read, and match

1.  2. 

3.  4. 

5.  6. 

7.  8. 

9.  10. 

1. I feel angry! 2. I feel happy! 3. I feel tired. 4. I feel excited!

5. I feel sad. 6. I feel thirsty. 7. I feel hungry.

6 Sing

I feel thirsty, thirsty, thirsty.
 How do you feel?
 I feel angry, angry, angry.
 How do you feel?
 I feel hungry, hungry, hungry.
 How do you feel?
 I feel happy, happy happy
 And we hope you do too!

7 **Look and listen. How does Mommy feel?**

8 **Listen again and complete with the words**

unhappy can kitchen living room

Mary and Hana are at home in the **living room**. They are talking to Mommy. Mommy feels **unhappy** and **tired**. Hana and Hany **can** help her. They can clean the **kitchen**. Now Mommy is very happy.

9 **Ask and answer**

How do you feel? I feel **angry**. I don't **feel** **sad** or **happy**.

STUDENT'S BOOK

page 11

7 **Look and listen. How does Mommy feel?**

- 1 Ask students to look at the picture and say who they see (Hany, Hana, and their mom)
- 2 Ask where they are and elicit *In the living room*. Ask how they think Mommy feels (tired and sad)
- 3 Play the audio and tell students to listen as they look in their Student's Book
- 4 Ask students why Mommy is happy. Elicit *Because Hany and Hana help Mom*.

Hana: Mommy, how do you feel?
 Mommy: I feel unhappy and tired.
 Hana: Why?
 Mom: Because I have a lot of things to do and I must clean the kitchen.
 Hana: I can help you, and so can Hany. We can clean the kitchen.
 Mom: Are you sure?
 Hana: Yes, it's good to help you.
 Mom: Now I'm very happy. Thank you. You are very kind children.

Answers.

She was unhappy and tired at first. Then she became very happy.

8 **Listen again and complete with the words**

- 1 Explain to students that they have to complete the text with the words from the word pool.
- 2 Read the text aloud and have students follow along.
- 3 Play the audio for students to complete the activity. Explain to the class that the audio is not the same as the reading text. They need to understand the audio to be able to complete the text.
- 4 Check answers as a class, by accepting answers from students who raise their hands. Write answers on the board.
- 5 Then ask volunteer students to read the text aloud.
- 6 Place students in pairs and have them read the text to each other. Walk around monitoring for correct pronunciation. Correct as necessary.

Answers.

Hany and Hana are at home in their **living room**. They are talking to Mommy. Mommy feels **unhappy** and **tired**. Hana and Hany **can** help her. They can clean the **kitchen**. Now Mommy is very happy.

9 **Ask and answer**

- 1 Ask students to read the speech bubbles quietly. Then ask two students to read one part each.
- 2 Do the activity with some confident students as an example. E.g. Say *How do you feel?* and elicit *I feel happy / sad / tired*.
- 3 Place students in pairs. Ask them to choose three feelings but not tell their partners. Explain that they have to ask each other how they feel and answer with the feelings they have chosen. Tell them to act out their feelings as well.
- 4 Walk around monitoring for correct pronunciation. Correct as necessary.

Students' own answers

Extra practice

- Bring three students to the front of the class. Tell them to name a feeling. As they do so, tell the class how they feel. *He / She feels tired / happy / sad*
- Then have students name another feeling. Point to different students sitting to say how the student feeling feels.

Closing

- Choose different confident students to come to the front and say how they feel miming the feeling as they do so.
- Tell students *In the next lesson, we will learn about places in our home and talk more about our feelings*.

pages 12-13

Objectives: To learn and talk about healthy and unhealthy food and habits

Vocabulary CLIL Materials: drink water, exercise, sleep, Connecting with science, Student's Book pages 12-13, Flash cards: happy, sad, excited, tired, angry, hungry, thirsty, Paper

Opener

- Greet the class. Then say *Hello (name)*. *How are you?* to several students to encourage the response, *Hello, Miss / Mr (name)*. *I'm fine, thanks*.
- Have students ask each other *Hello*. *How are you?* Encourage them to give varied responses, such as *I'm happy*, *I'm fine*, *I'm ok*, etc.
- Sing the song from Lesson 1 with the class again, to revise feelings.

Presentation

- Present the new vocabulary (*drink water, exercise, sleep*) with mime and practice the new words.
- Say *I'm thirsty, I drink water*. Then tell students to complete the next two phrases. *I'm tired, I ...* Encourage *sleep*. *I'm happy, I ...* Encourage *exercise*.

STUDENT'S BOOK

page 12

1 Look and circle the things for a healthy lifestyle

- Point to the pictures in Exercise 1.
- Ask students to say the things they see.
- Explain the word *healthy* and *lifestyle* if necessary. Then ask students to look at the pictures again and say what items in there are part of a healthy lifestyle.
- Place students in pairs and ask them to complete the exercise.
- Raise the Student's Book and point to the picture. Encourage answers for the exercise. As students say them, point to them in the picture.

Answers

water, football, fish, grapes, sleep, strawberry, tennis, bicycle, onion, skate, weights

2 Read and match

- Show students the blue and purple bubbles on page 12. Have them read the words out loud.
- Ask them to match the words in the blue bubbles with the correct words in the purple bubbles.
- Show them the example answer and ask them to work in pairs.

1 Look and circle the things for a healthy lifestyle

Students are asked to look at a grid of 16 items and circle the ones that represent a healthy lifestyle. The items include a strawberry, a football, a fish, a bicycle, a soccer ball, a car, a sandwich, a donut, a heart, a book, a sofa, a chair, a TV, a computer, a bicycle, and a bowl of fruit.

2 Read and match

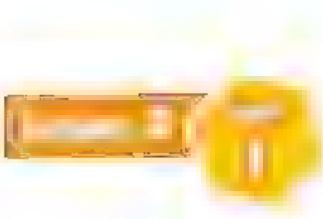
Students are asked to match words in blue bubbles with words in purple bubbles. The words are: drink (water), sleep (8 hours every night), go (by car, outside, sports), eat (fruit and vegetables), play (tennis, football), and don't go (onion, skate, weights).

- Move around and help if necessary.

- Check answers with the class.

Answers

1 c, 2 e, 3 b, 4 f, 5 d, 6 a



3 Draw and color the healthy food in the heart



healthy lifestyle, healthy food

STUDENT'S BOOK

page 13

3 Draw and color the healthy food in the heart

- 1 Ask students to say what the items around the heart are
- 2 Explain that they have to draw the healthy ones in the heart and color them
- 3 Tell students they can add more healthy items as well if they like
- 4 Ask different students to stand in their place and show their work to the class. As they do, they say what items they have drawn in their hearts

Answers.

fish, apple, banana, rice, carrot

Extra practice

- Place students in pairs. Explain that one student has to say an item from the pictures in Exercise 1 for their partner to say whether it is healthy or unhealthy. Student 1: *grapes*. Student 2: *healthy*. Student 1: *ice cream*. Student 2: *unhealthy*
- Students swap roles after Student 1 has said 4 items

Closing

- Ask students if they think they have a healthy lifestyle and why
- Say *In the next lesson, we will look at other ways to keep healthy*

pages 15-14

Objectives:	To identify healthy and unhealthy food and habits
	To learn more about living a healthy lifestyle
Vocabulary	drink (cola), eat (chocolate cake), exercise, play (video games), sleep for 8 hours, walk to school, watch television
Issues	Preventative health
Materials:	Student's Book pages 14-15

Opener

- Greet the class. Say, *How are you?* and encourage varied responses, such as *I'm fine, I'm OK*, etc
- Ask students to remind you of what you talked about in the last lesson and elicit a healthy lifestyle
- Ask students to name some things they can do and eat that help them have a healthy lifestyle

Presentation

- Present the new vocabulary with mime or pictures and practice the new words
- Ask students questions about the new vocabulary for example Do you drink cola? Do you eat chocolate cake? Do you play video games? Do you exercise? etc
- Explain that today they are going to decide which of these activities is and is not healthy and what they should eat for a healthy lunch

STUDENT'S BOOK

page 14

1 Check the things for good health

- Place students in pairs to complete the exercise
- Ask pairs to say the items they have ticked to the class
- Then ask students if they can think of other things they could add to this list

Sleep for 8 hours, Eat bananas, Drink water, Walk to school, Play tennis, Play football, Exercise

2 Write 4 things you do to keep healthy

- Ask students what they do to keep healthy. Accept all reasonable answers
- Encourage students to write their own answers
- Monitor by walking around the classroom and helping as necessary

Students' own answers

Issues

Preventative health

1 Check the things for good health

Watch television	<input type="checkbox"/>	Play tennis
Eat chocolate cake	<input type="checkbox"/>	Play board games
Sleep for 8 hours	<input checked="" type="checkbox"/>	Play football
Eat bananas	<input type="checkbox"/>	Sleep for 4 hours
Drink water	<input type="checkbox"/>	Play video games
Drink cola	<input type="checkbox"/>	Exercise
Walk to school	<input type="checkbox"/>	

2 Write 4 things you do to keep healthy



Extra practice

- Give each student a sheet of paper or ask them to open their notebooks. Ask students to think about what they do to keep healthy
- Tell students to draw and write phrases of different things they do to keep healthy on the sheet of paper or in their notebooks. Tell students they can do or their work as well
- Have student share their work to their partners and class

watch television, eat (chocolate cake, bananas, sleep for 8 hours, drink water, cola, walk to school, play tennis, board games, football, video games, exercise



3 Look and read

My name is Amira. Look at my healthy lunchbox. I help my mom prepare my lunchbox. I wash the vegetables and fruit. Mom cuts the carrots and cucumbers and I make the sandwich. I don't like to drink Cola. Mom makes some fresh orange juice and on some days I take a bottle of milk. I like healthy food because it makes me feel strong.



4 Read and write Amira or Mom

- 1 Washes the vegetables and fruits
- 2 Cuts the carrots and cucumbers
- 3 Makes the sandwiches
- 4 Doesn't like to drink Cola
- 5 Sometimes makes fresh oranges, juice
- 6 Takes a bottle of milk to school

STUDENT'S BOOK

page 15

3 Look and read

- 1 Ask students to say what they can see in the picture. Encourage a girl helping her mom in the kitchen: a girl and her mom preparing food.
- 2 Exploit the picture in as much detail as possible. Ask: What are the different kinds of food you can see? Are there any fruits? Are there any vegetables? Do you think these kinds of food are healthy or unhealthy?
- 3 Ask students to read the text silently. Then explain any difficult words.
- 4 Remind them of the lesson on healthy food which they had studied before.
- 5 Ask some questions to check students' understanding e.g. What's the girl's name? What is she doing? What does she have in her lunch box? What does she wash? What does her mom cut? Does Amira like to drink Cola? What does she like to drink? Why does she like healthy food?

4 Read and Write Amira or Mom

- 1 Tell students that this exercise is related to the text they have read.
- 2 Ask them to read the sentences and write Amira or Mom.
- 3 Begin with the first sentence as an example: Washes the vegetables and fruits and say Try to remember the text. Who did this? Encourage Amira.
- 4 Ask them to do the same with the rest of the sentences.
- 5 Monitor students while working offering help when needed.
- 6 Check answers with students and then praise their effort.

Answers

- 1 Amira
- 2 Mom
- 3 Amira
- 4 Amira
- 5 Mom
- 6 Amira

Closing

- Ask students to say what they have for lunch. Is it healthy?
- Say In the next lesson, we will look at words with the ee sound.

pages 17-18

Objectives

- To recognize the letter combinations *ee*, *ea*
- To trace sentences with words that have long /e/ sound
- To find words with *ee* and *ea*
- To find and circle capital letters
- To capitalize the first letter in a sentence or a question
- To use the period at the end of a sentence

Vocabulary: *feel happy, leaf, bee, clean*

Materials: Student's Book pages 16-17
Audio file
Phonics cards: *ee, ea, feel, bee, sleep, leaf, clean*
Optional: paper for the Extra practice task

Opener

- Greets the class.
- Then ask *How do you feel today?* Encourage them to give varied responses, such as *I'm happy, I'm fine, I'm ok, etc.*
- Place all Lesson 1 flash cards on the board. Point to them and ask students to say the words.
- Ask students to close their eyes. Remove two flash cards and then ask students to open their eyes.
- Ask students which two cards are missing.
- Repeat the same procedure for a few rounds.

Presentation – the letter combinations *ee* and *ea*

- Show a flash card of the bee. Ask students to say the word. Write it on the board, underlining the ee combination. Point to the letter combination and say the sound. Ask students to repeat after you.
- Repeat the same process for leaf, sleep, feel, and clean.
- Then, tell the students you are going to say a letter combination for them to say a word that has it. Say the sound for the letter combination or, iflicit *feel, bee* or *sleep*. Accept any other words students may have as well. Continue with the letter combinations in this lesson.

STUDENT'S BOOK

page 16

1 Listen and read. Then say

- Refer students to the pictures and ask what they see.
- Ask them to listen to the audio as they look and point to the pictures in their notebooks. Play the audio.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that one student has to point to a picture in their notebook for the other to spell. Choose a student to do this. Ask them to say a word e.g. *feel*. Say *feel*.

feel happy leaf bee clean

1 Listen and read. Then say



feel happy



leaf



bee



clean

2 Look and complete the words with ee or ea



feel happy leaf bee clean

3 Listen and complete the words with ee or ea

- Give students a few minutes to complete the exercise quietly.
- Check answers in a class. Write answers on the board for students to check against.
- Place students in pairs. They take turns saying and spelling three words of their choice from this exercise.

Answers

1 sleep 2 eat 3 eat
4 meat 5 clean 6 bee

pages 19-18

Objectives:

- To find and circle capital letters
- To capitalise the first letter in a sentence and in names of people
- To use a period at the end of a sentence
- To complete a summary of a story

Vocabulary: *kind*

Materials: Student's Book pages 18-19
Audio file
Phonics cards: *feel, bee, sleep, leaf, clean*

Opener

- Greet the class. Say, *How are you?* and encourage varied responses, such as *I'm fine, I'm OK, etc*
- Place all the Lesson 4 phonics cards on the board. Point to them and ask students to say the words
- Ask students to close their eyes. Remove two flash cards and then ask students to open their eyes
- Ask students which two cards are missing
- Repeat the same procedure for a few rounds

Presentation

- Write on the board *My name is [name]. I feel happy today*
- Explain that M, I and the first letters of your name are capital letters. Explain that the dots at the end of the sentences are periods
- Explain that today they are going to practice finding and circling capital letters and writing sentences with the correct punctuation and capital letters

1 Circle the capital letters

- On the board write *Healthy food is good for your body*
- Explain that the letter H is a capital letter
- Raise your Student's Book and point to the exercise or write a selection of capital and lowercase letters on the board. Point to a random letter that is a lowercase. Ask students if it is a capital letter (no). Now point to a capital letter and ask if it is a capital letter (yes)
- Ask students to complete the exercise
- Have students share their answers with their partners

Answers



Learn to write with Busy Bee

1 Circle the capital letters



2 Reorder to make sentences. Add the correct punctuation and capital letters

- feels - she - tired
She feels tired.
- eats - food - he - good
He eats good food.
- marwan - eight - sleeps - hours - for - a day
Marwan sleeps for eight hours a day.

Tip!

- We have a capital letter (A, B, C, D, etc.) on the first word of the sentence
- We use capital letters for names of people
- We have a period (.) at the end of the sentence

Q *capital letters and periods*

2 Reorder to make sentences. Add the correct punctuation and capital letters

- Refer students to the Tip box. Read it aloud as students follow along
- On the board write
Marwan is in the kitchen.
I feel happy.
Explain that H and I are the capital letters and the dots at the end of the sentences are periods
- Have students complete the exercise and check answers with their partners. Ask a confident student to come to the board and write the first sentence on the board. Correct if necessary. Repeat for the second sentence

Answers

- She feels tired.
- He eats good food.
- Marwan sleeps for eight hours a day.

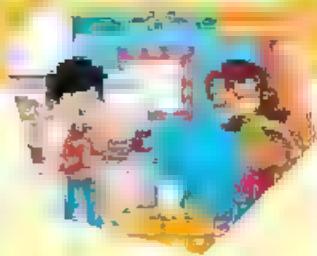
Extra practice

□ Give each student a sheet of A4 paper. Ask them to fold it lengthwise in the middle once and then once again. They should have four even columns. Ask students to cut along the creases. On each long strip write a word from the lesson. Place students in pairs. They take turns to show each strip to their partner who has to say the word and spell it.

Reading

3 Listen and read

Hany and Hana are in the kitchen.



Hana: Hi Hany.
Hany: Hi Hana. How do you feel?
Hana: I feel thirsty and hungry but we had a great game.
Hany: I can make you a sandwich.

Hana: Thank you. You are very kind!
Hany: Have some juice.
Hana: Thank you.

4 Read again and color the correct items



5 Read and complete

Hany and Hana are at home in the kitchen. Hana feels and Hany is He makes Hana a and he gives her some



Answers.

Thirsty hungry sandwich juice

5 Read and Complete

- 1 Show students the incomplete text and ask them to work in pairs to complete the sentences
- 2 Ask them to complete the text according to what they remember from the conversation in exercise 3
- 3 Tell them to check their answers in pairs
- 4 Praise them for their work

Answers.

Thirsty hungry kind sandwich juice

Closing

- Ask students to say what they have to eat when they feel hungry. Ask them if this is healthy.
- Tell students that in the next lesson they will learn about measurements. Ask students to bring a ruler or measuring tape to the next lesson if they can.

STUDENT'S BOOK

page 19

3 Listen and read

- 1 Ask students to say what they can see in the picture. Encourage them to look at the picture in as much detail as possible e.g. What are they doing? What is Hana carrying? What is Hany carrying? Do they have healthy or unhealthy food?
- 2 Tell students that you are going to play the audio and ask them to read as they listen. Play the audio and point to the characters as they speak.
- 3 Say Listen and read. Students follow the audio again sentence by sentence. This time ask them a few questions to check their understanding e.g. How does Hana feel? Did she have a great game? Is Hany kind? What does Hany give Amara?
- 4 Play the audio again. Ask students to repeat the sentences making sure they sound fluent and natural.

4 Read again and color the correct items

- 1 Ask students to read the conversation again and color the correct items
- 2 They will look at each of the pictures and relate it to the information in the conversation
- 3 Go around the class to monitor their work

pages 21-20

Objectives	To talk about different measurements To measure using millimeters and centimeters To write sentences using different measurements To read a basic bar chart
Vocabulary	centimeters, millimeters
Issues	Social participation
CLIL	Math
Materials	Student's Book pages 20 and 21 Audio files A ruler for each child Measuring tapes - one for each group of four

Opener

- Greet the class
- Sing the song from Lesson 1 again to review feelings.

Presentation

- On the board draw a ruler showing millimeters and centimeters. Start at 0 and go to 5 cm
- Point to a millimeter and tell students that it's a millimeter. Ask students to take out their rulers. Ask if they have anything they can measure that is a few millimeters long. If not, ask them to measure their finger nails. Ask how many millimeters long their finger nails are.
- Repeat the process with centimeters. Ask what they measured and how long it is.

STUDENT'S BOOK

page 20

1 Listen, read, and complete

- Ask students to look at the exercise and listen to the audio. Encourage students to follow the words as they hear them.
- Play the audio again and allow time for students to write in the words.
- Tell them to count each millimeter on their ruler to get the answer to item 1.
- On the board write 127.4 cm. Explain that 4 refers to millimeters so in this case the length is 127 centimeters and 4 millimeters.

1 There are 10 millimeters in a centimeter

2 I am 127.4 cm tall. I am 127 centimeters and four millimeters tall.

Answers

1 centimeter

2 millimeters

Math: Measurement

1 Listen, read, and complete

1 There are 10 millimeters in a centimeter
2 I am 127.4 centimeters tall - I am 127 centimeters and four millimeters tall

2 Look, read, and measure

centimeters = cm
millimeters = mm

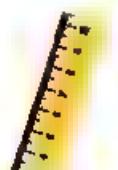
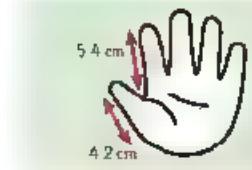
3 Draw your hand and complete the measurements

5.4 cm
4.2 cm

This is my hand. My finger is 5.4 centimeters and my thumb is 4.2 centimeters.

This is my hand. My finger is centimeters and my thumb is centimeters.

4 Now measure and write about your leg



2 Look, read, and measure

- Ask students to look at the picture and text.
- Then ask students to measure the hand in the Student's Book with their ruler. Ask if they get the same measurements. Explain that their measurements may be different because the image may not be life size or real size so it can fit on the page.

3 Draw your hand and complete the measurements

- Place your hand on the board and trace around it. Tell students to do the same with their hands in their books. Remind students that they can draw their hand smaller if they need to or ask them to draw their hand in their notebooks.
- Then with a ruler measure one finger of your hand and write the results on the board. Ask students to do the same in their books.
- Repeat for your thumb.
- Ask students to complete the sentence. Monitor as students work and help as necessary. Students read the sentence to their partner. Have volunteer students read their sentences to the class.

Students' own answers

4 Now measure and write about your leg

- Ask students to work in pairs to measure the length of their legs. They will need to use tape measures for this. Explain what a tape measure is.
- Ask students to write a sentence about their leg in the book.



5 Listen and read. How tall are the children?



Adam 9



Lara



Maged



Fareeda

Adam, Fareeda, Maged, and Lara measure how tall they are.

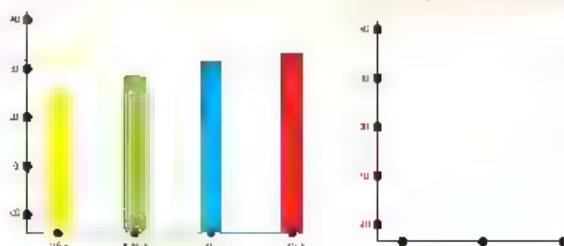
- Maged is 128.4 cm tall.
- Lara is 130.1 cm tall.
- Adam is 132.4 cm tall.
- Fareeda is 125.3 cm tall.



6 Look at the bar chart, and write the names



7 In groups of three, measure your heights. Complete the bar chart



8 Write about your group's heights

1 cm

cm tall

2 cm tall

3 cm tall



- Monitor as students work and help as necessary. Students read the sentence to their partner. Have volunteer students read their sentences to the class.

Students' own answers

STUDENT'S BOOK

page 21

5 Listen and read. How tall are the children?

- Ask students if they know how tall they are.
- Tell students to look at the picture. Ask who they think is the tallest child.
- Play the audio and ask students to read along in their books.
- Place students in pairs and have them discuss how tall each child is.
- Then ask students how tall each child is.
- Read the Tip! with the class and make sure everyone understands that cm is another way to write centimeters.



Adam, Fareeda, Maged, and Lara measure how tall they are.

Maged is 128.4 cm tall.

Adam is 132.4 cm tall.

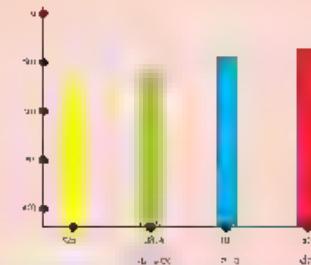
Lara is 130.1 cm tall.

Fareeda is 125.3 cm tall.

6 Look at the bar chart and write the names

- Refer students to the bar chart. Explain they have to complete it with the information they have in Exercise 1.
- Raise your book and point to the bar chart. Ask whose name is in the 125.3 cm bar (Fareeda). Then ask whose name they should write in the 128.4 cm bar (Maged).
- Pace students in pairs and have them complete the exercise. Check answers as a class.

Answers.



7 In groups of three, measure your heights. Complete the bar chart

- Place students in groups of three. Explain that they have to measure how tall they are and then complete the bar chart.
- As students work, walk around, monitor and help as necessary.
- When students have completed the exercise, ask groups to share their work with the class.

Students' own answers

8 Write about your group's heights

- Ask students to write sentences about the heights of each person in their group. Encourage them to look at Exercise 1 as a model.
- Monitor as students work and help as necessary. Have volunteer students read their sentences to the class.

Students' own answers

Extra practice

Pace students in small groups. Ask them to find different things they have in their bags or in the classroom to measure. Tell them to make sure they also find items that have millimeters in their length as well. Groups then share their findings with the class.

Closing

- Ask students to find out how tall they were last year at home and compare their height with this year. Tell students they have to tell the class in the next lesson how much they have grown in centimeters or both centimeters and millimeters if possible.
- Tell students that in the next lesson they will do a project on healthy food.
- Ask students to bring in colored pens or pencils, glue and scissors for the next lesson.

Lesson 7

LESSON

pages 23-22

Objectives	To revise the language of the unit To complete a project about a healthy lunchbox To work together in groups To talk about healthy lifestyles
Language	<i>It's my healthy lunchbox. I have</i>
Life skills	Collaboration
Materials:	Student's Book pages 23 and 23 Colored cardboard (one per student) White paper (one per student) Scissors, glue and pens or colored pencils

Opener

- Greet the class
- Then ask *How do you feel today?* Encourage them to give varied responses, such as *I'm happy, I'm fine, I'm ok, etc*
- Ask students to work in groups and to stand in height order
Ask them to say how tall they are

Presentation

- On the board draw a big box and write *Healthy Food* in it
- Ask students to name as many healthy foods as they can. As they do write them in the box
- Ask students what they usually have for lunch from the words in the box

STUDENT'S BOOK

page 22

1 Make your lunchbox

- Ask students to look at the lunch boxes in the pictures. Ask them to say what food they see
- Ask them to think about what food they will put in their lunchboxes
- Give out colored cardboard, white paper, colored pencils, pens, scissors, and glue
- Tell students that their lunchbox should be about 40 centimeters long. Ask them to use their rulers to draw a lunch box
- Then ask students to draw healthy food on the white paper. Explain that they can use a second sheet of paper if they like. If students cannot draw tell them they can write the word of the food with colored pens
- As students work walk around monitoring and helping as necessary
- Remind students to write their names on the lunch box

2 Show your lunchbox to your partner

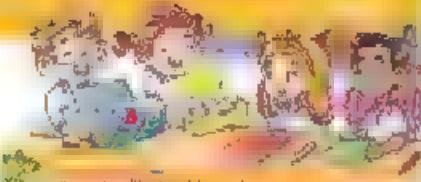
- When students have made their lunchbox, ask them to show their partners. Encourage them to say what is in their lunchbox as in the example



- Ask fast finishers to help their classmates with their projects

Show and Tell

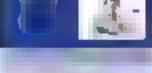
2 Show and tell



Self-Assessment

It's my healthy lunchbox I have

Read and color the stars that describe your effort

	I can read a text from the book about feelings with my mother's help.	I can read a text from the book about feelings on my own.	I can read a text about feelings and talk about my own feelings.
	I can read sentences and write words on a task.	I can read words and make sentences. I can complete a task with words.	I can write sentences with correct capital letters. I can write sentences on a given topic.
	I can read words with the seven sounds.	I can read sentences that have words with certain sounds.	I can write sentences that have words with certain sounds.
	I can say things about a healthy lifestyle.	I can say whether a thing is good or bad for a healthy lifestyle.	I can say other things that are good or bad for a healthy lifestyle.
	I can say how long or how tall a thing or a person is.	I can write how long or how tall a thing or a person is.	I can compare the lengths or heights of weeks or things.
	I can work alone to make my healthy lunchbox.	I can work with a group to make a healthy lunchbox and talk about it with my friends.	I can work with my group to make my healthy lunchbox and talk about it with my friends.

Teacher Assessment

Color the stars that describe your effort

Teacher Assessment

- Fill in the teacher assessment section based on how well each student has understood the content of the unit. If any students have not done so well in this unit reassure them and offer help as necessary. Use the guidelines for the Teacher Assessment on the introduction page VII for help.

Closing

- Tell students to go through the unit pages and say what they liked best about this unit. Did they enjoy learning about healthy lifestyle? Discuss what they can do to have a healthier lifestyle.
- Place students in pairs. On a sheet of paper ask them to write their favorite words or expressions from the unit. Tell students they can use colored pencils or markers.
- Ask pairs to share their work with the class.
- Praise students for their efforts in Unit one and ask them to say *Thank you!* to you and to their shoulder partner.
- Say *In the next unit, we will talk about our health.*

STUDENT'S BOOK

page 23

2 Show and tell

- Model the language of the unit and show one of the students' lunchboxes saying *It's my healthy lunchbox I have*.
- Place students in small groups and have them present their lunchboxes. Monitor and help as necessary.
- If there are any confident students who want to present to the class, encourage them to do so.

Self-Assessment

Read and color the stars that describe your effort

- Ask students how they feel about this unit. Tell students that it's fine to be honest and express their feelings.
- Have students look at the exercise. Explain that they have to choose the correct section and color the stars which show what they can do.
- Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in the future.
- Read the sections for Reading and Speaking with the class. Ask students to look back through the unit to the relevant pages (pages 8-9) and to complete the stars.
- Continue in the same way for the other rows.
- Monitor and check students are on task.
- Have students share their work with their partners.

PLAY TIME

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

1 Complete the feelings

- Place flash cards from Lesson 1 on the board and revise the words. Point to each card and ask students to say what the word is. As they say the word, ask them to mime it as well.
- Give students some time to complete the exercise.
- Check answers as a class. Write answers on the board for students to check against.

Answers

1 angry 2 hungry 3 excited 4 sad
5 thirsty 6 tired 7 happy

2 Write the sentences. Use capital letters and periods

- On the board write *I feel very happy today*.
- Ask a student to come to the front and underline the capital letter.
- Ask another student to come to the front and circle the period.
- Then ask students to complete the exercise.
- Check answers as a class. Write answers on the board for students to check against.

Answers

1 She feels tired.
2 We met Aser in the park.
3 Mona and Mazen are excited.
4 The leaf is green.

Extra practice

- Place students in small groups and have them play a mime game. One student mimes a feeling for their group members to guess what it is.

The worksheet features a colorful border with balloons and a beach chair. At the top, the title 'Feelings' is written in a stylized font. Below the title, there are two main sections: '1 Complete the feelings' and '2 Write the sentences. Use capital letters and periods'.

1 Complete the feelings: This section shows seven children's faces with numbered circles (1-7) next to them. Each circle contains a partial sentence: 'I feel ___'. Below each face is a small illustration: 1 (angry), 2 (sad), 3 (tired), 4 (excited), 5 (hungry), 6 (thirsty), and 7 (happy).

2 Write the sentences. Use capital letters and periods: This section contains four numbered sentences for students to complete:
1 she feels tired. She feels tired.
2 we met Aser in the park.
3 mona and mazen are excited.
4 the leaf is green.

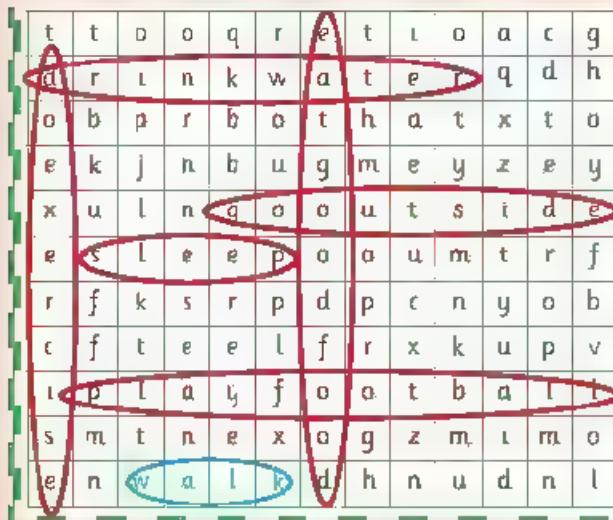


3 Look at the pictures and circle the correct words for a healthy lifestyle



Answers.

1 walk 2 drink water 3 eat good food
 4 sleep 5 play football 6 go outside
 7 do exercise



Extra practice

Students write the days of the week in their notebooks and draw or write the word for a healthy food or exercise they do on that day. Students share their work with the class.

PLAY TIME pages

play time



Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

3 Look at the pictures and circle the correct words for a healthy lifestyle

- 1 Ask students what kinds of things they do to keep a healthy lifestyle. Write their ideas on the board.
- 2 Ask students to look at the pictures and say what they see.
- 3 Then have students complete the exercise. Explain they can look back in the unit to check the spelling.
- 4 Monitor as students work.
- 5 Ask students to share their work with their partners once they have finished.

2

What's the matter?

VOCABULARY

SB pages 26-29

Objectives: To learn and identify parts of the human body
To be able to define relationships between different objects

Vocabulary: face, head, teeth/tooth, foot/feet, head, beak, leg, arm, medicine, headache

Language: I'm a (boy), I have a (face). I have two legs and two feet too! I don't have a beak.
What's the matter? Try to sleep

Materials: Student's Book pages 26-29
Audio files
Flash cards headache, cold, cough, fever

Opener

- Say *Hello* (name) *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students ask each other *Hello* *How are you?* Encourage them to give varied responses such as *I'm happy, I'm fine, I'm ok* etc

Presentation

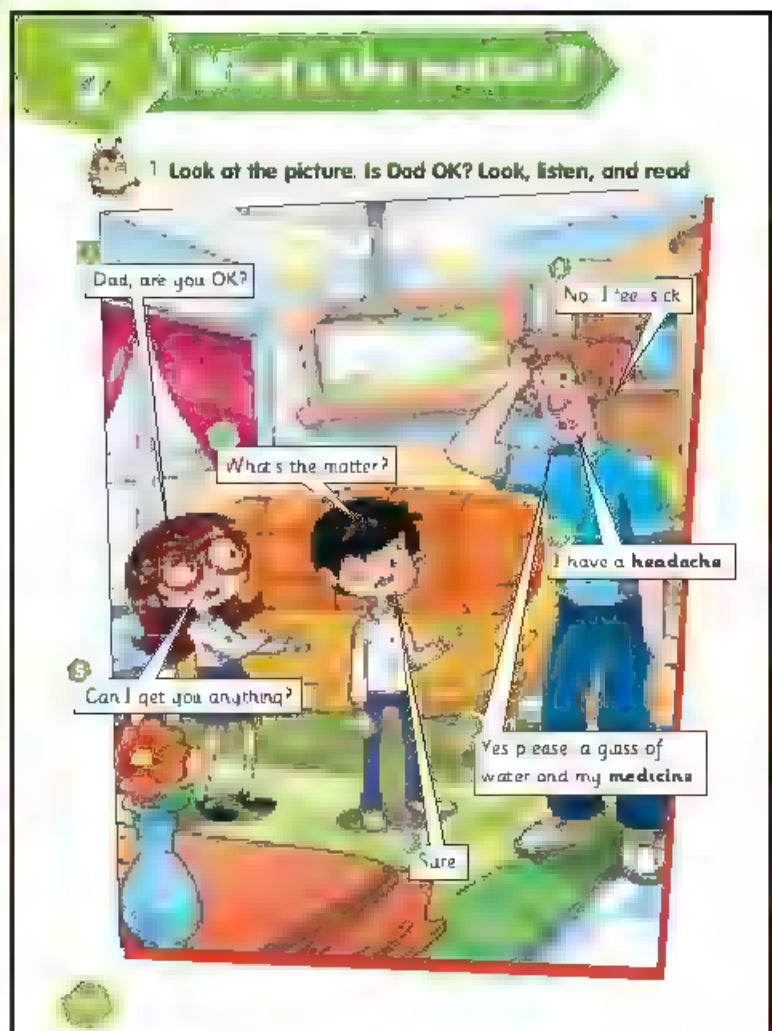
- Take out the flash cards Ask students to say if they have ever felt any of the illnesses shown in the pictures
- Raise each flash card one by one and say each word. Ask students to repeat after you. Repeat once more
- Place flash cards on the board Tell students that you are going to point to a card and say what it is. If you say the correct word they clap. If you say the incorrect word they do nothing. If a student claps to a wrong word the whole class has to stand up

STUDENT'S BOOK

page 26

1 Look at the picture. Is Dad OK? Look, listen, and read

- Raise the Student's Book and point to the first speech bubble Tell students to point to the same one in their books Read the sentence aloud and have students repeat after you
- Repeat the same procedure for all the lines in the conversation
- Play the audio for students to listen to Tell them to read along as they listen
- You might need to explain what medicine is (something you take to make you feel better)
- Ask the question in the rubric Discuss the answer (Dad is sick He has a headache)



- Divide the class into 3 groups and allocate each group a part from the text e.g. *Dad, Hana, Hany*
- Explain that you will play the audio and students have to repeat their parts Play the audio with pauses for students to complete the activity
- Place the students in groups of three and have them role play the dialog
- Ask groups to come to the front of the class and role play the dialog

Hana	<i>Dad, are you OK?</i>
Dad.	<i>No, I feel sick.</i>
Hany	<i>What's the matter?</i>
Dad.	<i>I have a headache</i>
Hana	<i>Can I get you anything?</i>
Dad.	<i>Yes please, a glass of water and my medicine</i>
Hany	<i>Sure</i>

Listening and reading

Lesson 10



2 Listen, read, and say



I have a headache



I have a cold



I have a cough



I have a fever

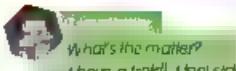


3 Read and put in order

- No, I don't feel well.
- Are you OK?
- What's the matter?
- I'm sick because I have a headache.
- Yes, please. Thank you.
- Can I get you some medicine?



4 Listen and check



STUDENT'S BOOK

page 27

2 Listen, read, and say

- 1 Use flash cards to revise illnesses.
- 2 Play the audio and ask students to follow along in their books. Tell students they can mime the illness if they like.
- 3 Play the audio again for students to repeat the sentences.
- 4 Raise the Student's Book and ask students to say which picture shows *I have a cough*.
- 5 Repeat for all the illnesses.
- 6 Place students in pairs and have them point to each picture and say and mime the illness it shows. Monitor by walking around the classroom and help as necessary.

Flash cards

I have a headache
I have a cold
I have a cough
I have a fever

3 Read and put in order

- 1 Ask students to close their books. Explain that you will play the audio for them again to listen to the dialog. Ask them to listen closely.
- 2 Play the second part of the audio. Ask students what the matter is with the person (He has a headache).

- 3 Have students open their books again. Explain that they have to put the dialog in order.
- 4 Place students in pairs and have them complete the activity.

Answers

2 1 3 4 6 5

4 Listen and check

- 1 Play the audio for students to check their answers.

Are you OK?
No, I don't feel well.
What's the matter?
I'm sick because I have a headache.
Can I get you some medicine?
Yes, please. Thank you.

Extra practice

- Place students in small groups. Ask them to write a dialog like the one in Exercise 3 but with a different illness.
- Tell pairs to role play their dialog. Ask different pairs to come to the front and perform their dialog to the class.



5 Find and write

- 1 Encourage students to look at the pictures and say the words and say them aloud
- 2 Tell students that they can find each of the words in the wordsearch
- 3 Move around the class to monitor them while writing the words
- 4 Make sure they copy the words correctly
- 5 Invite confident students to share their answers

Answers

a	l	u	b	e	h	p	f
h	e	a	d	a	c	h	e
c	a	m	d	i	r	s	v
o	u	h	e	s	t	p	e
l	o	y	d	e	s	e	r
d	c	o	u	g	h	l	l
e	r	s	t	o	w	l	m

6 Role play. Ask and answer

- 1 Encourage students to role play and practice asking and answering questions
- 2 Ask two of the students to role play the given example. Then encourage the rest of the class to continue asking and answering
- 3 Invite students to share their answers with their partners, or with the whole class

Answers

Students own answers

Self-expression: Talking about feelings

5 Find and write

a	l	u	b	e	h	p	f
h	e	a	d	a	c	h	e
c	a	m	d	i	r	s	v
o	u	h	e	s	t	p	e
l	o	y	d	e	s	e	r
d	c	o	u	g	h	l	l
e	r	s	t	o	w	l	m

6 Role play. Ask and answer



What's the matter?

I have a cough.



What's the matter?



7 Look, read, and circle



Arwa: I have a cold.

- a) Play football.
- b) Cover your nose and mouth with a tissue.**



Injy: I have a cough.

- a) Drink water with lemon.
- b) Go swimming.



Mazen: I have a headache.

- a) Listen to some loud music.
- b) Try to sleep.



Ibrahim: I feel sick.

- a) Play with your friends.
- b) Go to the doctor.



Akram: My stomach hurts.

- a) Go to the doctor.
- b) Play tennis.



Hend: I have a fever.

- a) Take a cold shower.
- b) Take a hot shower.



8 Listen and check

7 Look, read, and circle

- 1 Ask students to look at each picture and say how the sick people are feeling.
- 2 Explain that they have to read the dialog and decide which answer is best *a* or *b*. They should circle the correct answer.
- 3 Place students in pairs and have them complete the activity.
- 4 Explain that they will listen to the audio to check answers.

Answers:

- 1 b
- 2 a
- 3 b
- 4 b
- 5 a
- 6 a

8 Listen and check

- 1 Play the audio to check answers.
- 2 Ask students if they have ever taken any of the advice given in the activity.
- 3 Place students in different pairs and ask them to read and role-play the dialogs.
- 4 Invite pairs to role play in front of the class.

1 Arwa:	<i>I have a cold</i>
Ramy:	<i>Cover your nose and mouth with a tissue</i>
2 Injy:	<i>I have a cough</i>
Ramy:	<i>Drink water with lemon.</i>
3 Mazen:	<i>I have a headache</i>
Ramy:	<i>Try to sleep</i>
4 Ibrahim:	<i>I feel sick</i>
Ramy:	<i>Go to the doctor</i>
5 Akram:	<i>My stomach hurts</i>
Ramy:	<i>Go to the doctor</i>
6 Hend:	<i>I have a fever</i>
Ramy:	<i>Take a cold shower</i>

Extra practice

- Explain to students that you are going to play a game. All students stand in their places. One student has to say that he/she feels... e.g. *I have a headache*, *I have a cough*, etc. You will give him/her some advice. If the advice is good, the students sit down. If the advice you give is bad or silly, the students must stay standing. Tell students they must listen very carefully.
- Ideas for advice that you can give: *drink some tea, run in the garden, play tennis, go to bed, take some medicine, go to the doctor, go to the school, visit your friends*, etc.
- Make sure you choose as many students as possible to give a health issue.

Closing

- Mime different illnesses and elicit the names of each one from the class.
- Tell students that in the next lesson they will learn about body parts.

SB pages 30-31

Objectives: To review some body parts
To recognize the function of some body parts

Vocabulary: *mouth, eyes, nose, arm, hand, foot, feet, leg, skin, heart, bone, stomach*

CLIL Materials: Science Parts of the body
Student's Book pages 30 and 31
Audio files
Flash cards *mouth, eyes, nose, arm, hand, foot, leg, skin, heart, bone, stomach, medicine*
Paper

STUDENT'S BOOK

page 30

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Point to your eye and ask students if they know the English word for it. Repeat for *mouth, nose, leg, hand, and foot*

Presentation

- Take out the flash cards and place them on the board
- Tell students as you point and say the word for each card they repeat and point to the body part on themselves e.g. *mouth* students say and point to their mouths

1 Look, draw, and number

- Point to Exercise 1 in the Student's Book. Ask what body parts they see. Explain to students that they have to number the places on the body where the parts should fit and draw them
- Place students in pairs and have them complete the activity
- Check answers as a class



Listening



1 Look, draw, and number



2 Listen and say the body parts



3 Look and write



Vocabulary:

mouth, eyes, nose, arm, hand, foot, feet, leg

foot arm leg mouth nose eye hand



4 Listen and check



Tip!



2 Listen and say the body parts

- Explain to students that they will listen to the body parts. Tell them to point to each body part as they hear the word either on their own bodies or on the picture in their Student's Book
- Work with students by pointing to your own body part as the audio is played

Answer key

1 eye 2 mouth 3 nose 4 leg 5 hand 6 foot

3 Look and write

- Stand in front of the class. Tell students you are going to point to a body part on yourself for them to say what it is. Accept answers only from students who raise their hands
- Ask students to look in their Student's Book. Explain they have to write the body parts in the gaps
- Students work individually to complete the activity
- Refer students to the Tip! box. Tell students that we say *two feet*. Say *foot* and point to one foot. Then say *feet* and point to both of their feet. Repeat as students point to their own foot / feet and repeat after you

Answers:

1 eye 2 mouth 3 nose 4 hand 5 arm 6 leg 7 foot

5 Listen, read, and say

1 This is my **heart**. It pumps blood to my body.

2 This is my **skin**. It protects my body.

3 This is my **bone**. It helps me move.

4 This is my **stomach**. It digests food.

6 Ask and answer

What does my stomach do?

It digests food.

This is my heart. It pumps blood.

4 Listen and check

- 1 Play the audio for students to check their answers
- 2 Place students in pairs. Explain that they have to point to a body part in the picture in Exercise 3 for their partner to say what it is

1 eye 2 mouth 3 nose 4 hand 5 arm 6 leg 7 foot

Extra practice

- Place students in pairs. Explain to students they are going to make flash cards together
- Give each student a sheet of paper. Ask them to fold it in half lengthwise once and then once more showing them how to do this. The paper should have four even creases lengthwise
- Ask students to cut along the creases and on each strip to write or draw a body part. Make sure they have 1 strip for each body part
- Place students in pairs. Explain that one student has to show their partner the strip of paper to say the word and point to the body part on their bodies

STUDENT'S BOOK

page 31

Presentation

- 1 Place flash cards on the board. Say each new word and have students repeat after you.
- 2 Tell students you are going to say a word and they have to point to it on themselves. Take down the cards from the board.
- 3 Say *This is my heart* and wait until all students have pointed to themselves. Do not correct students who are pointing to a different body part.
- 4 Then point to your heart and say again *This is my heart*. Make sure all students are now pointing to their hearts. Ask them to repeat after you.
- 5 Repeat for all new language.

5 Listen, read, and say

- 1 Ask students to open their Student's Book and look at Exercise 5.
- 2 Play the audio and ask students to follow along in their books.
- 3 Play the audio again for students to repeat the sentences.
- 4 Raise the Student's Book and ask students to say which picture shows *This is my skin*.
- 5 Repeat for all the pictures.
- 6 Place students in pairs and have them point to each picture and say and point to the body part on their own bodies. Monitor by walking around the classroom and help as necessary, praising good work.

6 Ask and answer

- 1 Read the speech bubbles with the class as an example.
- 2 Place students in pairs. Explain that one person points to a body part and asks *What does my ... do?* and their partner answers the question using the information from Exercise 5.
- 3 Tell students they should take turns as they play.
- 4 Monitor by walking around and correcting pronunciation where necessary.

Students' own answers

Closing

- Give students a sheet of paper and ask them to make a poster with the new language they have learned in Lessons 1 and 2 to present to the class.
- Place the poster on classroom display.
- Say *In the next lesson, we will talk about how we can make ourselves better when we feel ill.*

SB pages 32-33

Objectives: To learn about preventative health and safety
To give advice on health matters

Vocabulary: Low, shelf, dangerous, doctors, nurses, medicine, hospital, check, adult

Issues: Therapeutic health, Medicines and safety

Materials: Student's Book pages 32 and 33
Audio files
Flash cards: cold, cough, headache, sick, mouth, eyes, nose, arm, hand, foot, leg, skin, heart, bone, stomach, medicine
Paper

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Review vocabulary from Lessons 1 and 2 with the use of flash cards

Presentation

- Ask students what they do when they are ill or not feeling well
- If necessary teach the words: *try, drink, take*

STUDENT'S BOOK

page 32

1 Medicine is dangerous. Look, read, and put a ✓ or ✗

- Ask students if they take medicine and if so when
- Have a short discussion on why taking medicines without the doctor's advice is bad. Can the students think of other reasons to be careful with medicines?
- Ask students to read the sentences in pairs
- Then ask students to look at the pictures. Refer students to item 1. Ask students why there is a cross there. Discuss why keeping medicines in a low cupboard is dangerous
- Place students in pairs and have them complete the activity
- Check answers as a class

Answers
1 [✗] 2 [✗] 3 [✗] 4 [✓] 5 [✓]

2 What is dangerous? Look again and complete

- Ask students to record their answers from Exercise 1 in the table
- Then have a class discussion on the topic

Self-management: Medicine and safety



1 Medicine is dangerous. Look, read, and put a ✓ or ✗



Medicine is in a low cupboard



Medicine is in a bag



Drink medicine without an adult



Drink medicine with an adult



Medicine is on a high shelf



2 What is dangerous? Look again and complete



Answers

Dangerous

Medicine is in a low cupboard

Medicine is in a bag

Drink medicine without an adult

Safe

Drink medicine with an adult

Medicine is on a high shelf



3 Listen, read, and complete

doctors nurses medicine hospital

When we are ill, we go to the hospital. The doctors and nurses help us. They are very kind. Doctors and nurses check our health. They give us medicine. They are very important to us.



4 Read and choose the correct answer a or b

- 1 Who can give you medicine?
a an adult b a child
- 2 Where do we go when we are ill?
a school b hospital
- 3 What do doctors and nurses do?
a They check our health b They take our medicine



5 Read and role-play



What are doctors and nurses?



They look after us when we are ill.

3 Listen, read, and complete

- 1 Ask students when was the last time they visited the doctor or a hospital. Ask if they are afraid of going to the doctor and if so why
- 2 Tell students to read along as they listen to the text. Play audio
- 3 Have students say why the text says doctors and nurses are important (They help us check our health)
- 4 Ask students to say why it is important to go to the hospital or to a doctor when we are ill

When we are ill, we go to the hospital. The doctors and nurses help us. They are very kind. Doctors and nurses check our health. They give us medicine. They are very important to us.

Answers

When we are ill, we go to the hospital. The doctors and nurses help us. They are very kind. Doctors and nurses check our health. They give us medicine. They are very important to us.

4 Read and choose the correct answer a or b

- 1 Tell students that they are going to read questions and choose the correct answers
- 2 Ask them to read the first question and give the answer. Encourage them to do the same with the other two questions
- 3 Check answers as a class and praise them for their good work

Answers

1a
2b
3a

5 Read and role-play

- 1 Tell students to think about doctors. Ask them *Are doctors important?*
- 2 Accept all reasonable answers, then tell them that they are going to role-play
- 3 Tell them to practice asking and answering questions in pairs
- 4 Encourage them to find as many answers as they can

Answers

Students own answers

Closing

- Ask students why learning about medicine and safety is important. Have a class discussion. What can students do at home to make sure they take medicine safely?
- Say *In the next lesson, we will learn new phonic sounds*

SB pages 34-35

Objectives: To recognize the phonics *ck* and *sk*
To listen and write words with the *ck* and *sk* sounds
To complete words with new phonics
To trace and write sentences with words that have the *ck* and *sk* sounds
To use end of sentence punctuation marks question mark and period

Vocabulary: *sick, black, skin, skirt, sky, kick, skip, clock, duck*

Materials: Student's Book pages 34 and 35
Audio files
Phonics cards *ck, sk, sick, black, clock, duck, kick, skip, ee, ea*

STUDENT'S BOOK page 34

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Place phonics cards *ee, ea* from the previous unit on the board. Use only the letter combinations not the words
- Revise the letter combinations and ask students which words they remember that contain those letter combinations

Presentation – the phonics *ck* and *sk*

- Show a flash card of the word *sick*. Ask students to say the word. Write it on the board and underline *ck*. Say the sound and have students repeat after you.
- Then show a flash card with the word *skin*. Ask students to say the word. Write it on the board and underline *sk*. Say the sound and have students repeat after you.
- Repeat for all the flash cards.
- Then ask students if they know any other words with those letters. Have them say the words. Write them on the board.

1 Listen and repeat

- Refer students to the pictures and ask what they see.
- Ask them to listen to the audio as they look and point to the pictures in their books. Play the audio.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that one student has to say a phonic sound for their partner to say words that contain it. Students take turns and practice both phonic sounds.
- Monitor for proper pronunciation and correct where necessary.

sick skin black start sky

Learn sounds with Busy Bee

1 Listen and repeat

SICK **black** **skin** **skirt** **sky**

2 Listen and unscramble

cklk **pxsk**
lock **duck**

Words can begin or end with *sk*
Words can end with *ck* but words can never begin with *ck*

3 Listen and unscramble

1 kick 2 skip 3 clock 4 duck

2 Listen and unscramble

- Explain to students that they will hear other words that contain the new phonics which they have to unscramble.
- If necessary write on the board *kick*, *skip*, *clock*, *duck*. Explain these are parts of the words they will hear which they have to complete.
- Play the audio with pauses for students to complete the activity.
- Check answers by writing them on the board for students to check against.

1 kick 2 skip 3 clock 4 duck

Answers: 1 kick 2 skip 3 clock 4 duck

Extra practice

On the board write words used in Exercises 1 and 2 in random order. Write the letter combinations *ck* and *sk* as well in big font. Explain that you will point to a letter combination and say a word. If the word has that combination students must clap. If not they must sit still. Students who clap incorrectly must stand and lose a turn.

Making questions and writing correctly

3 Listen and complete

1 The d is black.
2 The girls p in the garden.
3 The boy k the ball.

4 Listen again and say

5 Read and trace the questions

1 How are you?
2 I have a fever.
3 What's the matter?
4 My skin protects my body.
5 I feel happy.
6 Are you OK?
7 She speaks English.
8 Can I get you some medicine?

Tip!
When we write questions we use ? a question mark. Trace the question mark.

STUDENT'S BOOK page 35

3 Listen and complete

- Ask students to say the lesson phonics. Write them on the board. Ask them to say as many words as they can with those phonic sounds.
- Play the audio. Have students complete the sentences individually. Check answers as a class. Write answers on the board for students to check against.
- Repeat the sentence and have the rest of the class repeat after you. Then ask a confident student to read the first sentence aloud. Praise his/her work.
- Repeat the above step with sentences two and three.

1 The duck is black.
2 The girls play in the garden.
3 The boy kicks the ball

Answers.

1 duck 2 play 3 kicks

4 Listen again and say

- Tell students they will listen to the sentences again and repeat.
- Play the audio with pauses for students to repeat after each sentence.

1 The duck is black.
2 The girls play in the garden.
3 The boy kicks the ball.

5 Read and trace the questions

- Give students some time to trace the sentences.
- Ask students to read their sentences to their partners.
- Invite confident students to read the sentences to the class. Praise good work to motivate other students to share.

6 Read and write . or ?

- Refer students to the Tip! box. Read it aloud as students follow along. Ask students to trace the question mark.
- Remind students when we use periods. Discuss how they are different from question marks.
- Have students complete the activity. Check answers as a class.

Answers

1 How are you?
2 I have a fever.
3 What's the matter?
4 My skin protects my body.
5 I feel happy.
6 Are you OK?
7 She speaks English.
8 Can I get you some medicine?

Closing

- Explain to students that you will write a letter combination on the board. They have to write two words containing that combination.
- Write the known letter combinations from Units 1 and 2 (ee, ea, sk, ck).
- Students work in pairs and look in their Student's Book to check their answers.
- Tell students that in the next lesson they will learn about keeping healthy.

SB pages 36-37

Objectives	To recognize some practices of keeping personal hygiene To order some steps of keeping clean To trace sentences on keeping clean well, healthy food, exercise
Vocabulary	Preventative health
Issues: Materials	Student's Book pages 36 and 37 Color pencils or markers

Opener

- Greet the class
- Have students say to each other and ask *Hello. How are you?* Encourage them to give varied responses, such as *I'm happy, I'm fine, I'm ok* etc
- Ask students what healthy food they eat and what exercise do they do to keep healthy
- Ask students if there is anything else they do to keep healthy and why it is important to keep healthy

Presentation

- Ask students to look at the pictures in the activity and say what they think they are about

STUDENT'S BOOK

page 36

1 Look, read, and match

- Have students read the sentences in pairs and ask questions if they need to
- Tell students to complete the activity individually and then share their answers with their partners
- Check answers as a class
- Go through each item and discuss with the class why it is important to keep you healthy. Accept different responses and praise good work

Answers.

1f 2d 3e 4a 5g 6b 7c

2 Look at the pictures and write how to keep healthy

- Ask students to look at the first picture. Ask what they think the girl is saying to him and why she hands him a tissue
- Go through all the pictures and ask students what they think the children in them could be saying
- Place students in pairs. Explain that they have to write some advice for each picture
- As students work monitor and help as necessary
- Then place students in small groups, making sure that they are with their partners from the pairwork in step 3

Issues: Preventative health Keeping healthy

1 Look, read, and match

- 1 Don't touch your face.
- 2 Stay at home if you have a fever.
- 3 Cover your mouth and nose with a tissue if you have a cold.
- 4 Eat healthy food.
- 5 Exercise.
- 6 Wash your hands with soap.
- 7 Smile and be happy.

2 Look at the pictures and write how to keep healthy

Eat healthy food
Don't touch your face

- Tell the pairs to role play one of the scenes to their group
- Invite pairs to come to the front of the class and role play

Students' own answers

Extra activity

Tell students they are going to play *three truths and a lie*. Explain that they have to write 4 sentences about keeping healthy. One of the sentences has to be false e.g. *I don't exercise*. They then read the sentences to their partners who have to find the lie about keeping healthy. Students can swap partners if time allows and repeat the game.

3 Look and number the steps for brushing your teeth. Then trace and color

4 Here are the steps for washing your hands. Read and draw

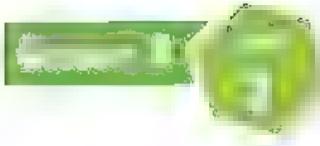
1 Turn on the water

2 Wet your hands

3 Take the soap

4 Cover your hands with water

5 Dry your hands



4 Here are the steps for washing your hands. Read and draw

- 1 Refer students to the text and have them read the sentences
- 2 Tell students they have to read each step and draw it as best as they can
- 3 Have students work quietly and then present their work to their group

Students' own answers

Closing

- Play *Student Says* (Games Bank page 136) using vocabulary from this and the previous lessons
- Tell students that in the next lesson they will learn more about people who work in hospitals.

STUDENT'S BOOK page 37

3 Look and number the steps for brushing your teeth. Then trace and color

- 1 Have students look at the first picture and say what the girl is doing
- 2 Ask students to say why it is important to brush our teeth every day
- 3 Tell students they have to number the pictures in the correct order
- 4 Have students work in pairs to complete the activity
- 5 Check answers as a class
- 6 Then ask students to trace the sentences and color the pictures. Alternatively students can color the pictures at the end of the lesson

ANSWERS

1 c
2 d
3 a
4 b
5 e



SB pages 38-39

Objectives: To talk and learn about healthcare workers
To talk about what it is like to be in hospital

Vocabulary: doctor, nurse, hospital, sick, healthy

Life skills: Empathy

Values: Independence

Materials: Student's Book pages 38 and 39
Flash cards cold, cough, headache, sick, mouth, eyes, nose, arm, hand, foot, leg, skin, heart, bone, stomach, medicine

Opener

- Say *Hello* (name) *How are you?* to several students to encourage the response *Hello, Miss/Mr (name). I'm fine thanks*
- Have students say to each other and ask *Hello, How are you?*
- Use flash cards to revise the vocabulary for body parts and illnesses

Presentation

- Ask students if they have stayed in hospital. Discuss their experiences.

STUDENT'S BOOK

page 38

1 Put the dialog in order

- Place students in pairs and ask them to complete the activity
- Check answers with the whole class
- Invite pairs to role play in front of the class

Answers

- What's your name?
- I'm Sara.
- Where do you work?
- I work in a hospital.
- What do you do?
- I'm a nurse. I help sick children.
- Do you like your job?
- Yes. I like my job. I like seeing happy healthy children when they go home.

2 Look, find, and write

- Ask students what kinds of things they might see in a hospital.
- Ask students to look at the pictures and say what they see.
- Then have students find the word in the wordsearch.
- Monitor as students work.
- Ask students to share their work with their partners once they have finished.

1 Put the dialog in order

What do you do?
I work in a hospital.

I'm a nurse. I help sick children.

What's your name?
Where do you work?
Do you like your job?

Yes, I like my job!
I like seeing happy, healthy children when they go home.

I'm Sara.

2 Look, find, and write

hospital

h	o	s	p	i	t	a
e	c	p	i	i	d	j
a	n	u	r	s	e	a
l	c	h	m	i	k	n
t	b	b	h	c	g	t
h	w	l	u	k	f	l
v	r	d	o	c	t	o
a	n	g	d	k	s	i

Answers

1 hospital 2 sick 3 healthy 4 doctor 5 nurse

h	o	s	p	i	t	a	l
e	c	p	i	i	d	j	y
a	n	u	r	s	e	a	o
l	c	h	m	i	k	n	e
t	b	b	h	c	g	t	m
h	w	l	u	k	f	l	e
v	r	d	o	c	t	o	r
a	n	g	d	k	s	i	f

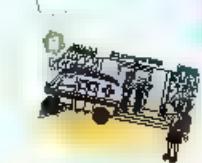
Values:

Independence
At the hospital



3 Read and match

- 1 My name is Hossam. I'm sick. I'm in the hospital.
- 2 There are a lot of beds in my room.
- 3 I wake up and I eat breakfast.
- 4 Nurses help me. They give me medicine.
- 5 I study in the hospital, too.
- 6 In the afternoon, I see the doctor. He is kind.
- 7 I can go home tomorrow. I'm happy.



4 Role-play



Independence

STUDENT'S BOOK

page 39

3 Read and match

- 1 Ask students to look at the pictures. Ask different students to point to a picture of their choice and say what it shows.
- 2 Read all the sentences together with the class.
- 3 Place students in pairs and have them complete the exercise.
- 4 Check answers by writing them on the board.

Answers:

1f 3c 3a 4e 5b 6d 7g

4 Role-play

- 1 Tell students to work in small groups to read Hossam's story.
- 2 Mime *getting up* and *eating breakfast*.
- 3 Ask students what you just acted out. Repeat for *studying*.
- 4 Place students in pairs and have them act out an action and say what they are doing.
- 5 Invite students to come to the front and act.

Closing

- Ask students to tell you what they found surprising in this lesson. Accept all reasonable answers.
- Tell students that in the next lesson they will make a poster about keeping clean and healthy.
- Ask students to bring colored pens and pencils, glue and scissors in for the next lesson.

SB pages 40-41

Objectives: To revise the language of the unit
To complete a project about hygiene
To work together in groups
To talk about hygiene and health

Language: *I cover my face when I have a cold, I drink water when I have a cough*

Materials: Student's Book pages 40 and 41
Cut-outs on page 151
Colored poster paper (one per student)
White paper (one per student)
Scissors, glue and pens or colored pencils

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Then ask *How do you feel today?* Encourage them to give varied responses such as *I'm happy, I'm fine, I'm ok* etc
- Play *Teacher says* (1, (Games Bank page 136) to revise parts of the body

Presentation

1. Me exercising (e.g. *lifting weights*) in front of the class
Ask students to say what you are doing and why (exercise to keep healthy)
2. Then ask different students to mime an action that shows keeping healthy. Their classmates have to guess what the action is

STUDENT'S BOOK

page 40

1 Read and make your poster

- 1 Ask students to look at the picture on page 151 and say what each child is doing in it. Ask why they are doing these things (to keep themselves healthy and their environment clean)
- 2 Explain that students are going to make a poster on keeping healthy and clean. Read the sentences with the students
- 3 Ask students to say which of the pictures they think they would like to use in their poster
- 4 Place students in small groups to complete the activity
- 5 Give out colored poster paper, white paper, colored pencils, pens, scissors and glue
- 6 Ask students to choose their pictures and color them. Then have them cut out the pictures and glue them on their colored paper
- 7 Encourage students to write words or sentences about keeping clean and healthy
- 8 As students work walk around monitoring and helping as necessary

Lesson 7 Unit 2



1 Read and make your poster



How to make your poster

- 1 Choose your pictures
- 2 Color your pictures
- 3 Cut your pictures and stick on your poster
- 4 Write ideas to keep the school clean.



Show and tell

2 Show and tell

Self-Assessment

Read and color the stars that describe your effort

	can read about illnesses and how to protect myself from them with my teacher's help	☆	can read about illnesses and how to protect myself from them	☆☆	can read and talk about illnesses and how to protect myself from them	☆☆☆
	can trace and complete simple sentences	☆	can complete sentences with words	☆☆	can identify complete simple sentences or questions using 'I' or 'we', can write simple sentences on a given topic	☆☆☆☆
	can read words with short sounds	☆	can read words with short sounds	☆☆	can read different words with short sounds	☆☆☆
	can read about medicine and safety	☆	can say lots about medicine and safety	☆☆	can say other aspects about medicine and safety	☆☆☆
	can read about ways to keep healthy	☆	can talk about ways to keep healthy	☆☆	I can talk about my ways to keep healthy	☆☆☆
	can work with a group to make a poster	☆	can work with a group to take a picture and help other group members	☆☆	can work with a group to make a poster, help other group members and talk about the poster	☆☆☆☆

Teacher Assessment

Red box: [Red square] [Yellow square] [Green square] [Blue square]

STUDENT'S BOOK

page 41

2 Show and tell

- 1 Place students in small groups and have them present their posters. Monitor and help as necessary.
- 2 If there are any confident students who want to present to the class, encourage them to do so.

Self Assessment

Read and color the stars that describe your effort

- 1 Ask students to look back through the unit and say what they have learned. Accept all correct answers.
- 2 Ask how they feel about this unit. Tell students that they should be honest and express their feelings.
- 3 Have students look at the exercise. Explain that they have to color the stars which show what they can do for each row.
- 4 Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 5 Point to the first row in the Self Assessment table and elicit the names of the illnesses which students know.
- 6 Read the sections of the exercise with the class. Ask students to complete the stars.
- 7 Monitor and check students are on task. Help with any queries.

Teacher Assessment

- Fill in the teacher assessment section based on how well each student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the Teacher Assessment in the introduction page VII for help.

Closing

- Play *Mime it* (Games Bank page 135) to revise illnesses.
- Praise students for their efforts in Unit 2 and ask them to say *Thank you!* to you and to their shoulder partner.
- Say *In the next unit we will talk about weekend activities.*

PLAY TIME

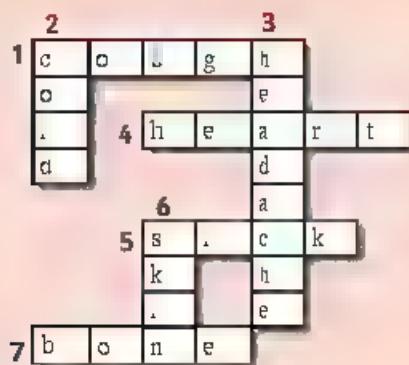
page 42

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

1 Complete the crossword with words from the unit

- Place flash cards from Lessons 1 and 3 on the board and revise the words. Point to each card and ask students to say what the word is. As they say the word, ask them to point to the body part on their bodies.
- Give students some time to complete the activity.
- Check answers as a class. Write answers on the board for students to check against.

Answers

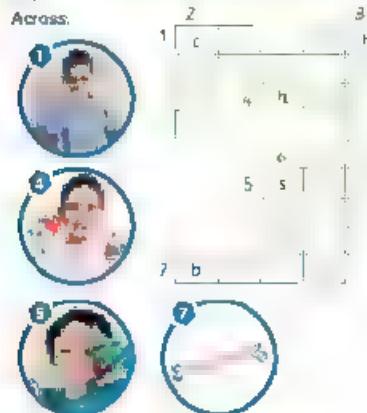


2 Color the body parts

- Ask students to look at the picture and say what body parts they see.
- Give students some time to complete the activity using the sentences on the right of the picture.
- Ask students to show you their work. Praise neat and tidy work.

Play Time

1 Complete the crossword with words from the unit



2 Color the body parts



Color the nose yellow.
Color the mouth red.
Color the eyes blue.
Color the hands orange.
Color the feet black.

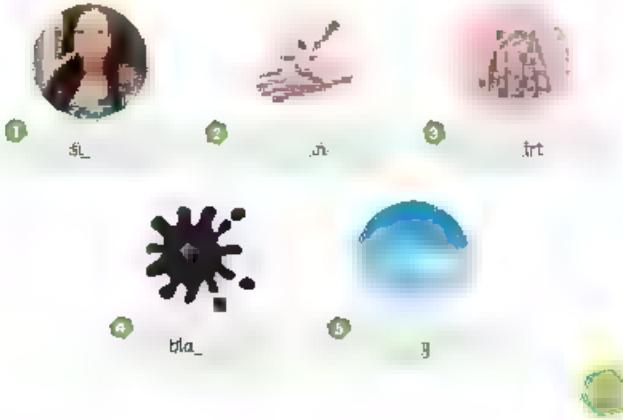

3 Match the part of the body to its function

- 1 It digests food
- 2 It pumps blood
- 3 They help us move
- 4 It protects the body parts

- a Heart
- b Bones
- c Skin
- d Stomach


4 Circle ? or .

1 What's the matter ? / 2 The cat is on the bed ? /
 3 Where is Youssef ? / 4 How do you feel ? /


5 Read and complete with ck or sk


- 3 Repeat for the other sentences. Remind students of the different uses for these punctuation marks
- 4 Then have students complete the activity
- 5 Check answers as a class

Answers

1 ? 2 . 3 ? 4 ?

5 Read and complete with ck or sk

- 1 Ask students to say as many words as they can with ck. Write them on the board
- 2 Repeat for sk
- 3 Ask students to complete the activity
- 4 Check answers as a class. Write answers on the board for students to check against

Answers

1 sick 2 skin 3 skirt 4 black 5 sky

Extra practice

Students write three sentences saying what they do to keep healthy

PLAY TIME

page 43



- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

3 Match the part of the body to its function

- 1 Ask students to work in pairs to read the sentences on the left. Explain that they should match the sentences to the parts of the body
- 2 Have students complete the activity
- 3 Ask students to show you their work. Praise neat and tidy work

Answers

1 d 2 a 3 b 4 c

4 Circle the ? or .

- 1 On the board write *How do you feel* ... and *I have a headache* ...
- 2 Ask a confident student to come to the board and add a period or a question mark to one of the sentences

Unit 3

On the weekend

pages 44-47

Objectives	To recognize different activities To talk about ongoing actions To use the conjunctions <i>and</i> and <i>but</i> to connect two sentences To express likes and dislikes using <i>and</i> and <i>but</i> To write about likes and dislikes
Vocabulary	<i>listen to music, take photos, draw pictures, collect magnets, play sports, like playing sports, pop music, sing a song, and but</i>
Language	<i>What are you doing?</i> <i>He's singing a song, etc</i>
Materials	Student's Book pages 44 and 47 Audio files Flash cards <i>playing sports, listening to music, collecting magnets, drawing pictures, taking photos, singing a song</i>

STUDENT'S BOOK

page 44

Opener

- Say *Hello (name) How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students say to each other and ask *Hello How are you?*
- Play *Stand up, Sit down!* (Games Bank page 130) to revise common actions

Presentation

- Look at the pictures on page 44. Ask students to say if they listen to music and if they like it. Ask what other things they like to do.
- Take out flash cards. Raise each unit's flash cards one by one and say each item. Ask students to repeat after you. Repeat once more.
- Then mime each activity for the class to guess the action. Tell students to raise their hands in order to answer.

1 Look, listen, and read

- Raise the Student's Book and point to the first speech bubble. Tell students to point to the same one in their books. Read the sentence aloud and have students repeat after you.
- Repeat the above for all the lines in the conversation.
- Play the audio for students to listen to. Tell them to read along as they listen.

3 On the weekend

1 Look, listen, and read

1 Hana, what are you drawing?
2 I'm drawing a cat. I love cats.

3 I'm listening to pop music. It's very good.
4 Do you like collecting magnets?
5 Yes I do.

6 Hany is listening to music. Hana is collecting magnets.

2 Read and choose

A listening to music B collecting magnets

- You might need to explain the terms *collecting magnets* and *pop music* for 'collecting magnet' explain that some children like to collect fridge magnets (small magnets are often attached to an artistic ornament which simply serve as decoration)
- If possible bring some fridge magnets or show flash cards and explain that they come in different shapes and sizes and they are usually used to hold up shopping lists child art etc
- Explain that *pop music* is a kind of popular music that is usually produced by groups. It has a good rhythm, a catchy melody and it is two to five minutes long. If possible play some pop music for more clarity
- Divide the class into 3 groups and allocate each group a part from the text e.g. *Mom, Hana, and Hany*
- Explain that you will play the audio and students have to repeat their parts. Play the audio with pauses for students to complete the activity
- Tell students to close their books. Explain that you will say a sentence from the text and they have to say who says it e.g. *I'm listening to pop music*. Answer *Hany*
- Place the students in pairs and have them role play the dialog

Vocabulary

Lesson 1 Unit 3



3 Listen, point, and say



playing sports



listening to music



collecting magnets



drawing pictures



taking photos



singing a song



4 Ask and answer


Vocabulary

taking photos, drawing pictures, collecting magnets, listening to music, playing sports, singing a song

 I'm doing
taking photos

 I'm doing
singing a song


Mom: Hana, what are you drawing?

Hana: I'm drawing a cat. I love cats.

Mom: Hana, what music are you listening to?

Hana: I'm listening to pop music. It's very good!

Hana: I like drawing but I don't like listening to pop music.

Hana: Do you like collecting magnets?

Hana: Yes, I do.

2 Read and choose

- 1 Remind students of the new words. Check understanding by asking questions.
- 2 Have them look at the speech bubbles on page 44.
- 3 Ask them *What is Hana doing?*

Answers

A

STUDENT'S BOOK

page 45

Presentation

- 1 On the board draw a simple stick figure of a boy. Under it write *He is ...ing*.
- 2 Explain that when we talk about an action happening now we add *ing* to the verb. With males we use *he is*.
- 3 Bring two confident boys to the front of the class. Give them each two flash cards but tell them not to show the class.

- 4 Explain to the class the boys are going to mime an action for them to guess. They have to use the term *He is ...-ing*.
- 5 Ask one of the boys to mime and elicit answer. Continue with the next boy. Play until all 6 actions have been mimed.
- 6 Repeat the same procedure with two girls emphasizing *She is ...-ing*.
- 7 Then bring two children to the front and have them both mime the same action. Elicit *They are ...-ing*.
- 8 Repeat for *You are* and *We are*. With *we are* mime an action with a student.

3 Listen, point, and say

- 1 Use flash cards to revise actions.
- 2 Play the audio and ask students to follow along in their books. Tell students they can mime the actions if they like.
- 3 Raise the Student's Book and ask students to say which picture shows *taking photos*.
- 4 Repeat for all the actions.

- 1 playing sports
- 2 listening to music
- 3 collecting magnets
- 4 drawing pictures
- 5 taking photos
- 6 singing a song

4 Ask and answer

- 1 Ask students to look at the Vocabulary box on page 45.
- 2 Remind them of the new words.
- 3 Put students in pairs and have them complete the activity.
- 4 Ask confident students to role play their answers in pairs.

Students' own answers


5 Complete the sentences

- 1 Ask students to look at the pictures and say what the people in them are doing
- 2 On the board write *am / is / are + ing*. Under that write *I He She We You They*
- 3 Ask different students to make their own sentences with the words *am / is / are* and *ing*
- 4 Place students in pairs and have them complete the activity
- 5 Check answers as a class. Write answers on the board for students to check against

Answers

- 1 He is singing a song
- 2 I'm listening to music
- 3 They are collecting magnets
- 4 She is taking photos
- 5 You are playing sports
- 6 We are drawing pictures

6 Write about what you are doing today after school

- 1 Ask students to look at the Language box and read it
- 2 Remind them of the words in exercise 5
- 3 Tell them to write about what they are doing today after school.
- 4 Move around and offer help if needed
- 5 Praise good effort

Students' own answers**Language**

The present continuous tense

Language 3

5 Complete the sentences

He is singing a song



They are collecting magnets



She is taking photos



You are



We are drawing pictures

**6 Write about what you are doing today after school**Language
I'm listening to music! Hey! She's taking photos!
You/We/They are collecting magnets

Reading and writing



7 Complete the sentences with and/or but

I like playing sports, but
I don't like collecting magnets.

TIP!

and = I like ice cream and I like chocolate
but = I like ice cream , but I don't like chocolate I like taking photos, but
I like drawing pictures.I like collecting magnets, but
I don't like drawing pictures.I like listening to pop music, but
I like collecting magnets.

8 What do you like/don't you like doing? Draw and write using and/or but



STUDENT'S BOOK

page 47

7 Complete the sentences with and/or but

- Ask students to look at the TIP box and read the examples as a class. Then give some examples about yourself for example: My brother likes tennis, and he likes football. I like tennis, but I don't like football.
- Now focus on the pictures and ask students to say what they can see.
- Read the example sentence as a class.
- Focus on number 2 and elicit the answer.
- Students then complete the task in pairs.
- Check answers as a class.

Answers

1 but 2 and 3 but 4 and

8 What do you like/don't you like doing? Draw and write using and/or but

- Read the task and check understanding.
- Put two ticks on the board and give students an example sentence about you for example: I like cooking and I like running.
- Now put a tick and a cross on the board and say for example: I like reading, but I don't like video games.
- Students now write their own sentences.
- Monitor as students work.

- Ask a few students to read their sentences to the class.

Students' own answers

Closing

- Race students in two lines facing each other. Explain that you will give each line an action from the lesson to mime. If a member of the line mimes incorrectly they have to sit down.
- The winning line is the one that has the most players standing after 5 rounds.
- Tell students to bring in colored pencils, markers or pens and water paints for the next lesson.
- Tell students that in the next lesson they will learn about colors.





Lesson 3

LESSON

pages 48-49

Objectives: To recognize light and dark colors
To learn about different colors

Vocabulary: pink, orange, green, light gray, dark gray, light blue, dark blue, light pink, dark pink, light green, dark green

CLIL: Art

Materials: Student's Book pages 48 and 49
Water paints (optional)
Flash cards *playing sports, listening to music, collecting magnets, drawing pictures, taking photos, singing a song*
Paper

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Review colors by asking students to find things in the classroom that are different colors. For example say *Yellow* and encourage students to point to or hold up something which is yellow.

Presentation

- Place flash cards on the board. Point to each flash card, say the word and have students repeat after you.
- Mime main vocabulary and get the students to say the word.

STUDENT'S BOOK

page 48

1 Look, point, and say. What colors can you see?

- Tell students to look at the picture.
- Ask them what they can see. Encourage colors.
- Put them in pairs and ask them to point at the different colors and say them to their partners.
- Move around and offer help as necessary.

2 Match the pictures with the colors

- Ask students to look at the colors and identify the colors as best as they can.
- Place students in pairs and have them complete the activity.
- Check answers as a class.
- Ask students what their favorite colors are.

Answers

1 F	2 D	3 B	4 H
5 C	6 A	7 G	8 E

1 Look, point, and say. What colors can you see?

2 Match the pictures with the colors

1 light gray 2 dark blue 3 light pink 4 dark green
 5 light green 6 dark pink 7 dark gray 8 light blue

Tip!
 light blue =
 dark blue =

Activity 1: Look, point, and say. What colors can you see?

Activity 2: Match the pictures with the colors

3 Color and write

light	dark
   	   

4 Read and color

Color the badge dark blue
 Color the photo light blue
 Color the spider dark gray
 Color the football light gray
 Color the tennis ball light green
 Color the clock light pink

Answers:

STUDENT'S BOOK

page 49

3 Color and write

- Refer students to the chart. Explain that we can make light colors by adding more white and we can make dark colors by adding a small amount of black. Explain that gray is made by mixing black with white.
- Ask students to open their notebooks or give them a sheet of paper.
- Tell students to copy the chart and complete the activity with their colored pens, pencils or crayons on the paper or in their notebooks so that they can get the colors right. Then they can repeat the process in their Student's Book either in class or at home. Explain that sometimes big sets of colored pencils, markers, crayons, usually have the lighter colors.
- As students work monitor for correct use of colors especially before they transfer their work to their Student's Book.

Answers:



4 Read and color

- Tell students they have to color the items with the colors written in the sentences.
- Using colored pencils, ask students to say what colors they have to use. As students say the color, raise the colored pencil.
- Have students work individually to complete the activity.
- Check answers by saying the name of each item and asking students to say the color and raise the correct colored pencil.

Answers:



Fast finishers

- Ask fast finishers to make a poster of their five favorite things and what color they are.

Extra practice

- Ask students to take out their water paints. Explain that they have to make some basic colors (red, green, blue, brown, orange) lighter or darker.
- Students work in pairs to produce three colors on a sheet of paper. They then share their work with the class and say what color they have made.

Closing

- Say some colors from the lesson and ask students to find items in the classroom that are in those colors. Praise their work.
- Say *In the next lesson, we will talk about what you do on the weekend*.



Lesson 3

Weekend

pages 50-51

Objectives	To learn about weekend plans To complete a diary about weekend plans To learn how to tell the exact time
Vocabulary	<i>two o'clock, half past, quarter to, quarter past</i>
Language	<i>I draw pictures on Saturday. I play tennis at half past ten.</i>
CLIL Materials	Math Tel. the time Student's Book pages 50 and 51 Flash cards light and dark colors playing sports, listening to music, collecting magnets, drawing pictures, taking photos, singing a song Paper

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Use the flash cards of colors to revise light and dark colors from the last lesson. Ask students to find items in the classroom of each color.

STUDENT'S BOOK

page 58

Presentation

- On the board draw a clock showing four o'clock. Ask *What time is it?* Elicit *It's four o'clock*.
- Change the time to five o'clock, seven o'clock and continue in the same way.
- Then change the time shown to half past nine and revise times using *half past*.
- Write *half past* _____ under half past nine and _____ o'clock under four o'clock. Remind students that with *half past* we always add the number the time refers to after the expression *half past* but with *o'clock* we add the number before it.
- Continue in the same way to introduce *quarter past* and *quarter to*.
- Then change the time to seven twenty. Elicit the time and then practice with other times (nine twenty five, ten fifty two, thirty five, etc) until the class is confident.
- Remove the hands from the clock faces on the board. Bring different students to the board and explain you will say a time for them to draw in the clock faces. Say different times for the students to draw and praise correct answers.

1 Listen and read

- Ask students to look in their Student's Books. Ask what times they see on the clocks. Elicit answers and show that the first 3 clocks have two ways to say the times.
- Play the audio pausing for students to repeat each phrase.
- Then play the audio again pausing for students to listen and read.





1 Listen and read

Half past



It's half past two
It's two thirty



It's quarter past nine
It's nine fifteen



It's quarter to five
It's four forty five



2 Look, point, and say







3 Listen, draw, and write





It's quarter past three
It's three fifteen

1 It's half past two. It's two thirty

2 It's quarter past nine. It's nine fifteen

3 It's quarter to five. It's four forty five

2 Look, point, and say

- Ask students to work in pairs.
- Tell them to look at the three clocks in exercise 2 and tell their partner the correct time in each image.
- Move around and provide support as necessary.
- Check answers with the whole class.

Answers

1 It's quarter to eight. It's seven forty five

2 It's half past eight. It's eight thirty

3 It's quarter past one. It's one fifteen

3 Listen, draw, and write

- Ask students what time they see in the example.
- Explain that they will draw the time in each clock that the audio says.
- Play the audio with pauses for students to complete the activity.
- Check answers by drawing the clocks on the board for students to check against.

Listening and writing

What do you do on the weekend?

4 Listen and complete the diaries with the names



5 What do you do on Saturdays? Complete the diary for yourself

Saturday

What do you do on Saturdays?
collect magnets and

5 Have students work in pairs and write down what time each clock shows

1 It's quarter past three
It's three fifteen

2 It's half past five
It's five thirty

3 It's ten past seven
It's seven ten

Answers



It's quarter past three
It's three fifteen



It's half past five
It's five thirty



It's ten past seven
It's seven ten

Extra practice

- Give students two sheets of paper each. Ask them to draw a clock on each side showing a different time. Alternatively, students can use their notebooks.
- Place students in pairs. Explain they have to ask *What time is it?* and answer using their drawings.
- As students work monitor for proper use of language and pronunciation.

- Bring volunteer pairs to the front of the class to role play the activity.

STUDENT'S BOOK

page 51

4 Listen and complete the diaries with the names

- On the board write *on Saturdays*. Explain that we add *s* to the end of a day to show what we do on these days in general. Say *On Mondays, I go to work. On Wednesdays, I play tennis.*
- Ask confident students to say their own sentences with a day of the week ending in *s*.
- Then ask students if they keep diaries and if so what for.
- Have students look at the diaries in their Student's Books. Explain that they will write the names of the people who do the activities as in the example in the first diary.
- Play the audio with pauses for students to find the correct diaries and write the names. Check answers as a class.
- Ask students if they do any of the activities mentioned in the diaries on Saturdays.

Interviewer: *Youssef, what do you do on Saturdays?*

Youssef: *I take photos with my dad, then we play sports*

Interviewer: *Hany, what do you do on Saturdays?*

Hany: *I play tennis then I go to my friend's house. Sometimes I have lunch there*

Interviewer: *Amira, what do you do on Saturdays?*

Amira: *I have a singing class then I go home for lunch*

Interviewer: *Hana, what do you do on Saturdays?*

Hana: *I have my art class where I draw pictures, then I go to Grandma's house*

Answers

1 Youssef 2 Hana 3 Amira 4 Hany

2 What do you do on Saturdays? Complete the diary for yourself

- Ask students what they usually do on Saturdays.
- Then have students complete the diary individually.
- Place students in pairs and have them ask and answer using the speech bubbles as an example.
- Bring different pairs to the front of the class to role play the activity.

Students' own answers

Closing

- Use the toy clock to revise a variety of different times with the class.
- Say *In the next lesson, we will learn about magnets*.
- Tell students to bring in a magnet for the next lesson. This can be a fridge magnet or a magnet from a game.



Lesson 3

Science

pages 52-53

Objectives:	To recognize some facts about magnets To identify some items that the magnet attracts in the classroom
Vocabulary:	<i>magnet, pole, pull, push, attract, repel</i>
Values:	Curiosity
CLIL:	Science Magnets

Materials:	Student's Book pages 52 and 53 Audio file a plastic bottle, ball of wool, pair of scissors, aluminum can, paperclip, pencil
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Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Hold up a magnet and ask *What is it?* Elicit or teach *magnet*

Presentation

- Hold up a magnet and ask *What is it?* Elicit or teach *magnet*
- Ask students to take out their magnets. Ask what things they have at home that use magnets (fridge souvenir magnets, magnetic board games etc)
- Elicit that magnets attract metal.
- Raise the plastic bottle and place the magnet next to it. Ask students if the magnet attracts the bottle. Then ask students to place their magnets on a plastic item. Ask if the magnet attracts plastic (No)
- Continue in the same manner for all the realia you have brought in (Realia: The objects and materials from everyday life used as teaching aids)

STUDENT'S BOOK

page 52

1 Circle the things which the magnet attracts

- Read the *Tip!* box with the class.
- Point to the items in Exercise 1 and ask students to repeat the names.
- Ask students to work in pairs to decide which items a magnet attracts.
- Go around the room as they work, monitoring and helping as necessary.

Answers

Students circle 3 4 6 8

2 Look at the pictures in Exercise 1 and sort

- Explain that students are going to write the things that the magnet attracts and things that the magnet doesn't attract in the table using the items in Exercise 1.
- Place students in pairs and have them complete the activity.
- Check answers as a class.

Science

Lesson 3

1 Circle the things which the magnet attracts

Tip! A magnet attracts metal objects.

1	2	3
bottle	string	paper clip

4	5	6	7	8
nail	pencil	scissors	glue	CD case

2 Look at the pictures in Exercise 1 and sort

attracts	doesn't attract
1	1
2	2
3	3
4	4

3 Listen, read, and guess

But the same poles repel. They push away.

A pole is...

- the end of a magnet.
- the center of a magnet.

Answers

attracts: paper clip, nail, scissors, com
doesn't attract: bottle, string, pencil, glue

3 Listen, read, and guess

- Ask students what they can see in the pictures. Elicit that there are 2 magnets in each picture.
- Play the audio and encourage students to read along with the text.
- Read the question at the end and elicit the answer.

A magnet has two poles – a north pole (N) and a south pole (S). The north pole attracts the south pole. They pull together.

But the same poles repel. They push away.

Answers

A

Reading and writing

Lesson 4 Unit 3

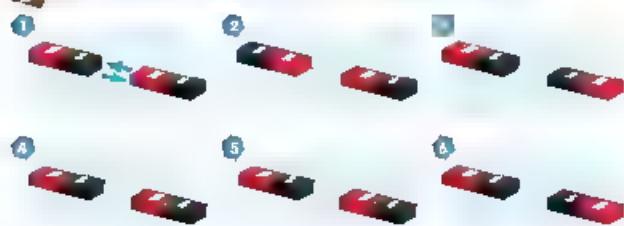


4 Look and complete

attract north pole push repeat south pole



5 Draw a line to show the poles which attract



6 Find 3 things in the classroom which the magnet attracts. Write them



6 Find 3 things in the classroom which the magnet attracts. Write them

- 1 Place students in small groups of 3 or 4
- 2 Ask them to use their magnets on different things in their bags and desks. Ask if they attracted anything and if so what
- 3 Tell the groups to write 3 items that their magnets attracted
- 4 Groups present their work to the class

Students' own answers

Closing

- Ask students why learning about science is fun. Discuss what kinds of science topics they enjoy
- Say *In the next lesson, we will learn new phonics and when to use exclamation marks*

STUDENT'S BOOK

page 53

4 Look and complete

- 1 Ask students to look at the pictures. Encourage them to say as much as they can. Praise all correct answers
- 2 Place students in pairs and have them complete the activity
- 3 Check answers as a class

Answers

1 pu. 2 push 3 north pole
4 south pole 5 attract 6 repe.

5 Draw a line to show the poles which attract

- 1 Remind students that two poles which are the same repel. Two poles that are different attract
- 2 Place students in pairs and ask them to draw lines between the magnets that attract
- 3 Check answers as a class

Answers

1 4 5 should have lines showing attraction



Learn sounds

Objectives

- To recognize the sounds *ng* and *sp*
- To write words with the sounds *ng* and *sp*
- To complete words with new phonics
- To trace sentences with the sounds *ng* and *sp*
- To learn when to use exclamation marks
- Vocabulary:** *sing, sports, space, spider, king, living room, playing, drawing, fishing, speaking*
- Materials:** Student's Book pages 54 and 55
Audio files
Phonics cards: *ng, sp, sing, fishing, king, living room, sports, space, spider, speak*

pages 54-55

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Place phonics cards from the previous unit on the board
- Revise the phonics and ask students which words they remember that contain those letter combinations. Write the words on the board and underline the letter combinations.

Presentation – the sounds *ng* and *sp*

- Show a flash card of the word *sing*. Ask students to say the word. Write it on the board and underline *ng*. Say the sound and have students repeat after you.
- Then show a flash card with the word *sports*. Ask students to say the word. Write it on the board and underline *sp*. Say the sound and have students repeat after you.
- Repeat for all the phonic words.
- Then ask students if they know any other words with these letter combinations. Have them say the words. Write them on the board. Possible words: *ring, bring, hang, strong, swing, spot, special, spa, spy*

STUDENT'S BOOK

page 54

1 Listen and read. Then say

- Refer students to the pictures and ask what they see.
- Ask them to listen to the audio as they look and point to the pictures in their notebooks. Play the audio.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that one student has to say a word for their partner to point to and say the phonic in it.
- Monitor for proper pronunciation and correct where necessary.

*sing
fishing
sports
space
spider*

Learn sounds with Busy Bee! n g s p

1 Listen and read. Then say

ng **sing**
sp **space** **spider**

2 Look and complete the words

1 **king**
2 **speaking**
3 **living room**
4 **spider**
5 **sing**

3 Listen and say

ab c d e f g h i j k l m
n o p q r s t u v w x y z

2 Look and complete the words

- Explain to students that they have to complete the words for each picture.
- Ask students what they see in each picture.
- Have students complete the activity individually. Check answers as a class and write the words on the board.

Answers

1 king 2 speaking 3 living room
4 spider 5 sing

3 Listen and say

- Explain that you will play the audio for students to repeat the words. Play the audio and pause after each word for students to repeat.
- Then place students in pairs. Give each pair two sheets of paper. Have them write *sp* on one and *ng* on the other.
- Explain to students they are going to hear words with the new phonics. As they do they have to raise the paper with that phonic sound e.g. *sing – ng*.
- Play the audio again with pauses. Keep the sheets for the extra practice activity.

Learn to write

Lesson 3

4 Look, read, and trace



5 Trace and color the exclamation marks

Remember
We use an exclamation mark ! to express strong feelings



6 Complete the sentences with a period ., a question mark ? or an exclamation mark !

1 I feel very angry 2 What's your name
3 I am Egyptian . 4 I am very excited
5 What's the matter . 6 She learns English at school

1 spider
2 king
3 living room
4 space
5 swimming
6 sports
7 speak
8 sing

Extra practice

- Ask students to take out their sheets of paper from Exercise 3
- Tell them that they have to write as many words as they can for the phonics on each paper
- Tell students they can use colored pens or pencils to write the words
- Students present their work to the class. Praise good work

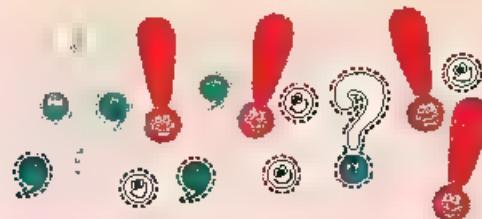
4 Look, read, and trace

- 1 Have students trace the sentences as best as they can. Walk around and practise neat handwriting
- 2 Then repeat each sentence and have the rest of the class repeat after you. Ask a confident student to read the first sentence aloud
- 3 Repeat the above step with sentences two and three

5 Trace and color the exclamation marks

- 1 Refer students to the Tip 'box. Read it aloud as students follow along
- 2 Ask students to find, trace and color the exclamation marks
- 3 Encourage students to check their answers in pairs

Answers.



6 Complete the sentences with a period ., a question mark ? or an exclamation mark !

- 1 Revise when we use a period, a question mark or an exclamation mark. Write sentences on the board to help the process
1 I like sports
2 Do you like singing
3 I am very angry
- 2 Ask students what we finish each sentence with (1 2 3)
- 3 Pace students in pairs and have them complete the activity
- 4 Check answers as a class

Answers.

1 I feel very angry	2 What's your name?
3 I am Egyptian	4 I am very excited
5 What's the matter?	6 She learns English at school

Practice game

- Explain to students that you will write words from this and previous units on the board. They have to copy the words in respective phonics groups e.g. all words with the phonics ng in one group
- Write as many words as possible on the board and have students complete the activity
- Check answers by circling words in each phonics group on the board in a different color e.g. sp, blue, red

Closing

- Play Missing sound (Games Bank page 135) to revise the sounds of the lesson
- Tell students that in the next lesson they will learn about people with special needs



Lesson 3

pages 56-57

Objectives	To talk and learn about people with special needs To learn about sign language To complete passages about people with special needs To show understanding of people with special needs
Vocabulary	sign language, special help
Issues	Non-discrimination for people with special needs
Materials:	Student's Book pages 56 and 57 Audio files Big sheets of paper

Opener

- Greet the class
- Then ask *How do you feel today?* Encourage them to give varied responses, such as *I'm happy, I'm fine, I'm ok, etc*

Presentation

- Ask students if they know what the term *special needs* means (person who has some sort of disability that stops them from doing things we do easily on a daily basis e.g. a deaf person cannot hear)
- Ask if they know anyone with special needs and if so what they do to help them

STUDENT'S BOOK

page 56

1 Listen, read, and write the names

- Ask students to open their books and look at the people in the pictures and say what special need they have
- Explain that they will hear the text and they should match the names to each picture
- Play the audio with pauses for students to complete the activity
- Check answers as a class
- Ask what kinds of things they would do to help these people

Hi! My name is Malak and I go to school in Cairo. I like my teacher and my class very much. In my class we have friends who need special help - Amir can't walk, Tala can't hear well and Wael can't see well. We help our friends.

Answers

1 Malak 2 Wael 3 Tala 4 Amir

Issues: Non-discrimination for people with special needs

1 Listen, read, and write the names

Amir Tala Malak Wael

Hi! My name is Malak and I go to school in Cairo. I like my teacher and my class very much. In my class we have friends who need special help - Amir can't walk, Tala can't hear well and Wael can't see well. We help our friends.

2 Read and guess

Special help

A less help B more help

3 Look and match

a I can get this book for you.
b I can say it again.
c I can read with you.

2 Read and guess

- Ask students to read the reading passage again. Tell them to underline the term *special help* and ask them to discuss what the word *special* might mean
- Read the first part of the sentence with the class and elicit the answer
- Discuss what kind of help different people need

Answers

B

3 Look and match

- Ask students to look at the pictures and say what problem each person in it has
- Read the terms aloud. Explain they have to match them to the people in the pictures
- Students complete the activity in pairs. Check answers as a class.

Answers





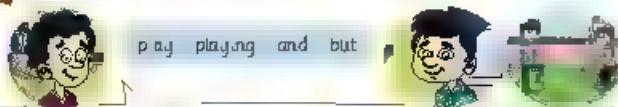
4 Listen and read



Hi I am Taha. I use sign language to understand my friends. This is how I say 'hello', 'please' and 'how are you?'. Now you try to do the signs.



5 Complete the paragraph with the words



Hi I am Adam. This is Fares. Fares can't hear well. I can help him. I use sign language to talk to him. On Saturdays, we play football. Today we are playing football in the park. Fares can stop the ball from the other team.

Language

Hi I am Taha. I use sign language to understand my friends. This is how I say 'hello', 'please' and 'how are you?'. Now you try to do the signs.

- 1 I can't hear
- 2 Hello
- 3 Please
- 4 How are you?

5 Complete the paragraph with the words

- 1 Refer students to the text and have them read the paragraph.
- 2 Tell students that they have to complete it with the words from the box.
- 3 Have students work quietly and then check answers with their partners.

Answers

Hi I am Adam and this is Fares. Fares can't hear well, but I can help him. I use sign language to talk to him. On Saturdays we play football. Today we are playing football in the park. Fares can stop the ball from the other team.

Extra practice

- Place students in small groups and have them discuss why it is important to always help people with special needs.
- Have groups discuss their ideas with the class.

Closing

- Ask students why we should learn what special needs are. Discuss how we can help people who have special needs.
- Tell students in the next lesson they will make a magnetic game.

Extra practice

- Tell students they are going to think about how they can help people with special needs and make a poster about it. Place students in small groups. Explain they have to write different sentences they can say to help people with special needs, just like the ones in Exercise 3. Give each group a big sheet of paper to complete the activity. Then ask groups to present their work to the class.

4 Listen and read

- 1 Have students look at the pictures and say what they think the person in it is doing.
- 2 Explain that this is sign language and it's a way for deaf people to communicate.
- 3 Play the audio for the students to listen to and encourage them to read along.
- 4 Ask students to practice the sign language shown with their partners.
- 5 Then ask students if they know other words in sign language and, if so, to show them to the class.

LESSON

pages 58-59

Objectives: To revise the language of the unit
To make a magnetic fishing game
To work together in groups

Language: *It's my fishing game. The magnet attracts the metal.*

Materials: Student's Book pages 58 and 59
For each student a wooden stick, a magnet, string, paper, coloring pencils and pens, scissors, paper clips

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Say *Hello* (name) *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Ask students to say what they remember about magnets and how they attract things

Presentation

- Ask students to look at the pictures and say what each child is doing in them. Ask why they are doing these things (to make a game)
- Explain that they are going to make a fishing game

STUDENT'S BOOK

page 58

1 Make your magnetic fishing game

- Ask students to look at the pictures and say what each child is doing in them. Ask why they are doing these things (to make a game)
- Explain that they are going to make a fishing game
- Ask students how many fish they will make
- Place students in small groups to complete the activity
- Give out all necessary equipment
- Tell the groups to follow each step closely and not to work too quickly. Explain that they must also help each other
- Monitor and assist as necessary

2 Play the game

- Read the game instructions to the class. Explain anything students do not understand and expand on the rules
 - You cannot touch the fish with your hands
 - You can only use the string with the magnet to get the fish
 - If the fish falls back in the 'pond' you cannot take it back with your hands
 - If there is a distraction you start the game from the beginning
 - You can only catch one fish at a time
- Have students play in pairs
- Monitor as students play and help as necessary

Projects
A magnetic fishing game

a wooden stick a magnet some string paper paper clips

coloring pencils and pens scissors

1 Make your magnetic fishing game

1 Attach the string to the wooden stick.

2 Take your magnet and attach it to the string.

2 Play the game

3 Copy and color the fish.

4 Put a paper clip on each fish.

5 Throw the fish in the 'pond' (a bowl or a box to be fished).

Show and tell

3 Show and tell

Self-Assessment

Read and color the stars that describe your effort

	can read about activities on the weekend without teacher's help.	☆	can read about activities on the weekend.	☆☆	can read about activities on the weekend. I like to do the weekend.	☆☆☆
	can write and complete simple sentences.	☆	can finish sentences with word or letter endings.	☆☆	can write complete sentences with common punctuation marks.	☆☆☆
	I can read words with ng/ŋ sounds.	☆	I can write words with ng/ŋ sounds.	☆☆	I can write sentences with words that have ng/ŋ sounds.	☆☆☆
	want to help friends with special needs.	☆	can say how to help friends with special needs.	☆☆	can help friends with special needs.	☆☆☆
	I can say light and dark colors.	☆	I can talk about things with light and dark colors.	☆☆	can talk about, and color, activities with light and dark colors.	☆☆☆
	can give examples of things which attract/don't attract.	☆	I can say which poles attract and which poles repel.	☆☆	I can say about why some poles attract and other poles repel.	☆☆☆
	can work with my group to make a magnetic fishing game.	☆	I can help my friends in a group to make a magnetic fishing game.	☆☆	can say what is good and what is bad in the magnetic fishing game we made.	☆☆☆

Teacher Assessment

- Fill in the teacher assessment section based on how well each student has understood the content of the unit. If students have not done so well in this unit reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction page VII for help.

Closing

- Tell students to go through the unit pages and say what they liked best about this unit.
- Play *Stand up if...* (Games Bank page 136) using hobbies and routines to revise unit language.
- Praise students for their efforts in Unit 3 and ask them to say *Thank you* to you and to their shoulder partner.

3 Show and tell

- Place students in small groups and have them present their games.
- Monitor and help as necessary.

Self Assessment

Read and color the stars that describe your effort

- Ask students how they feel about this unit. Accept all reasonable answers.
- Discuss what they have learned. What did they learn about helping people with special needs? What did they learn about magnets?
- Ask students to look at the activity. Explain that they have to color the stars which match their achievements.
- Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- Read the different sections with the class. Ask students to color the stars. Encourage them to discuss their answers with their partners.
- Monitor and check students are on task.

Play time

3

PLAY TIME

page 60

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

1 Read and match

- Place flash cards from Lesson 1 on the board and revise the words. Point to each card and ask students to say what the word is. As they say the word, ask them to name the action.
- Ask students to match the words to make phrases.
- Check answers as a class. Write answers on the board for students to check against.

Answers

1 C	2 F	3 B
4 E	5 D	6 A

2 Put together the jigsaw on page 153, color, and write

- Ask students to look at the pieces of jigsaw on page 153 and guess what actions the people are doing.
- Give students some time to complete the activity.
- Ask students to show you their work. Praise neat and tidy work.
- Ask students to go back to page 60. Tell them to look at the picture in pairs and find out what each character is doing and then complete the sentences.
- Go around and monitor students' work. Provide help if necessary.
- Ask some confident students to read their sentences to the class.

Answers

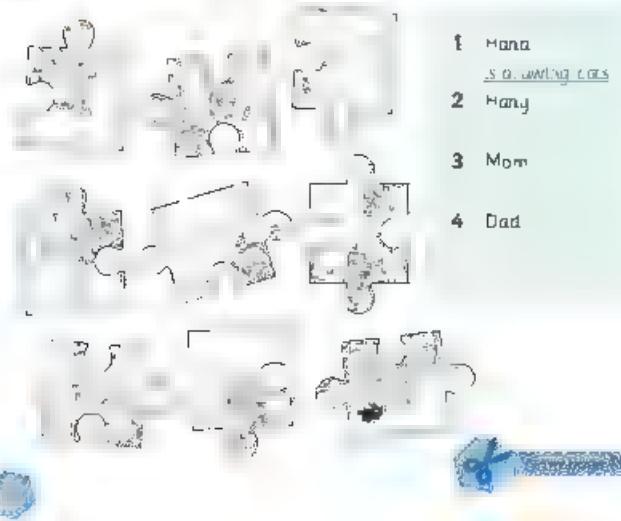
- Hana is drawing cats.
- Hany is collecting magnets.
- Mom is listening to music.
- Dad is taking photos.

Play time

1 Read and match

1 listen to	2 sing	3 draw	4 play	5 collect	6
photos	pictures	music	magnets	sports	a song

2 Put together the jigsaw on page 153, color, and write





Play Time 3

3 Color the pictures which show how we help our friends

1 2 3 4 5

Teacher Assessment

PLAY TIME

page 61



- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

3 Color the pictures which show how we help our friends

- Ask students to look at the pictures and say what special needs they see.
- Have students complete the activity.
- Check answers as a class.

Answers

Students color 1, 3 and 5

Extra practice

- Students write three things they do to help people with special needs.





Lesson 1

pages 62-63

Objectives	To revise the vocabulary and language from Units 1-3
Vocabulary	A1 vocabulary from Units 1-3
Materials	Student's Book pages 62 and 63 Audio files Flash cards A... flash cards from Units 1-3

STUDENT'S BOOK

page 62

Opener

- Greet the class
- Have students ask each other *Hello. How are you?*
- Play the song from Unit 1 and encourage students to sing along

Presentation

- Place Unit 1 flash cards on the board. Ask students to study them closely. Then ask students to close their eyes. Take down two flash cards and ask students to open their eyes.
- Ask students to say which two cards are missing.
- Repeat a few times.
- Then place Unit 3 flash cards on the board. Explain that you will point to a card and say its word. If the word is correct, students clap. If it is incorrect, students sit still. You ask them what word it is and accept answers only from students who have raised their hands.
- Next, tell students you will raise a card from Unit 3 for them to say the word. Raise cards one by one and accept answers from students who raise their hands.

1 Listen and say

- Refer students to page 62. Ask students to name as many of the pictures as they can.
- Point to number 1 and ask *How does she feel? (happy)*. Continue pointing and asking questions for a few more items.
- Explain that you will play the audio and students have to repeat the words. Play the audio with pauses for students to repeat what they hear.
- Play the first word. Ask students to say the number of the picture. Check by playing the example answer.
- Continue to play word by word, pausing to allow students to say the number of the picture.



Narrator: *excited*

Children: *number 11!*

Narrator: *happy*

cough

play sports

thirsty

collect magnets

take photos

cold

sad

listen to music

sick

excited

headache

tired

heart

draw pictures

Answers

1 happy	2 cough	3 play sports
4 thirsty	5 collect magnets	6 take photos
7 cold	8 sad	9 listen to music
10 sick	11 excited	12 headache
13 tired	14 heart	15 draw pictures

3 Look, read, and match

How do you feel?

1 What are you drawing? 2 Would you like some juice? 3 What's the matter?

4 Why are you sad? 5 Can I make you a sandwich? 6 Are you OK?

7 Can I get you your medicine? 8 What do you do on Saturdays?

9 Yes, please. Can I have cheese in my sandwich? 10 I've got a cold. 11 No, I feel sick.

12 I'm drawing some cats. 13 Because my cat is sick. 14 I feel excited! 15 I play tennis.

16 Yes, please. Can I have orange juice? 17 Yes, it's in the cupboard.

4 Color the correct picture

1 I feel excited. 2 This is my bone. 3 He's drawing a picture.

Answers

1g 2d 3f 4b 5e
6a 7c 8i 9h

Extra practice

1 Tell students you are going to describe a picture from Exercise 1 for them to say what number it is. Repeat for a few turns.

2 Then place students in pairs and have them do the activity.

2 Ask and answer

- 1 Explain that students should work in pairs. One student should point to a picture and ask a question and the other student should answer.
- 2 Read the speech bubbles as an example.
- 3 Place students in pairs and have them complete the activity.
- 4 As students work monitor and assist as necessary. Make sure students take turns.

Extra practice

- 1 Tell students you are going to describe a picture from Exercise 1 for them to say what number it is. Repeat for a few turns.
- 2 Then place students in pairs and have them do the activity.

STUDENT'S BOOK

page 63

3 Look, read, and match

- 1 Ask students to think about different languages they have learned so far. Model by saying *What's the matter?* and *How do you feel?*
- 2 Make sure that students have their books closed. Then go through each of the expressions in Exercise 3 and have students answer them e.g. Ask *Why are you sad?* Elicit *Because*
- 3 Ask students to open their Student's Book and refer them to Exercise 3. Give them a few minutes to complete the activity individually.
- 4 Check answers as a class.

Answers

1g 2d 3f 4b 5e
6a 7c 8i 9h

4 Color the correct picture

- 1 Have students look at each picture and say what they see.
- 2 Explain that students have to color the picture that the sentence describes. To avoid having students color the incorrect picture first have students read the sentences and say which picture they will color in.
- 3 Tell students to complete the activity individually.

Answers

1b 2a 3a

Closing

- 1 Place students in pairs or groups and have them play *Guess the word* (Games Bank page 134).
- 2 Tell students that in the next lesson they will do some writing and revise the phonics.

pages 64-65

Objectives: To revise capitals, periods, question marks and exclamation marks
To write short complete sentences
To complete a paragraph
To revise the phonics *ee, ea, ck, sk, ng, sp*
To evaluate progress from Units 1-3

Vocabulary: Language and vocabulary from Units 1-3

Materials: Student's Book pages 52-54
Audio file
Flash cards from Units 1-3
Phonics cards *ee, ea, ck, sk, ng, sp*
Paper

Opener

- Say *Hello (name) How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students ask each other *Hello How are you?* Encourage them to give varied responses
- Play *What's missing?* (Games Bank page 137) using a selection of flash cards from Units 1-3

Presentation

- Tell students that today they will revise punctuation and complete sentences
- On the board write the following sentences:
my name is omar
we like salad
are you happy
i have a banana and an apple
i'm very excited
- Invite confident students to the board to correct the sentences. (*My name is Omar.*, *We like salad.*, *Are you happy?*, *I have a banana and an apple*)

STUDENT'S BOOK

page 52

- Look and color the capital letter red, the period blue, the exclamation mark green, and the question mark yellow**
Ask students to look at the different punctuation marks and say what they see
Have students point to the question mark. Ask what color they will color it (yellow)
Ask them to raise a yellow pencil or pen to make sure they use the correct color. Have students color the question mark
Repeat the above for all forms of punctuation

1 Look and color the capital letter red, the period blue, the exclamation mark green, and the question mark yellow

2 Read and write with capital letters, periods, exclamation marks, and question marks

3 Complete the paragraph

Answers



2 Read and write with capital letters, periods, exclamation marks, and question marks

- Explain to students that they have to rewrite the sentences using the correct punctuation
- Place students in pairs and have them complete the activity
- Write answers on the board for students to check against

Answers:

1 Is she thirsty?
2 We are happy
3 What's the matter?
4 I like bananas and cake

3 Complete the paragraph

- Ask students to describe the picture. Ask *Who is in the picture? Where are they? What are they doing?*
- Then ask students to read the text quietly. Encourage them to ask questions about anything they do not understand
- Have students complete the text quietly. Then check answers as a class

4 Listen and write

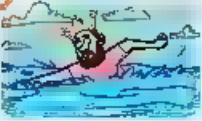
ee ea ck sk ng sp

1	3	5	7	9	11
2	4	6	8	10	12

5 Look and write. Then say

1  The **king** is **sitting** on the **sun**.

2  The **bee** is **sick** with a **cold**.

3  The **swimmer** is **swimming** in the **sea**.

Answers

1 living room 2 talking 3 listening 4 drawing

Extra practice

- Give students a sheet of paper each. Ask them to write 4 sentences on them with missing punctuation.
- Have students swap papers. They have to correct the sentences using correct punctuation.

STUDENT'S BOOK

page 65

4 Listen and write

- 1 On the board place phonics flash cards from Units 1-3 and 3. Use only the sounds and not the words e.g. ee, ea, sk, etc.
- 2 Explain that you will point to a card for the students to say as many words as they can with that phonics or letter combination.
- 3 Explain that you will play the audio and students should write the words they hear.
- 4 Play the audio pausing after each word to allow students to write their answers.
- 5 Then have students check their answers in pairs. Tell them they can look in their Student's Book to check the spelling.
- 6 Check answers as a class by asking students to say their answers and writing the words on the board.



Answers

sing
sick
king
skin
leaf
black
skirt
spider
sports
bee
clean
feel

Answers

ee	ea	ck	sk	ng	sp
1 bee	2 leaf	3 skin	7 skin	9 song	11 spider
5 feet	4 clean	6 black	8 skirt	10 king	12 sports

5 Look and write. Then say

- 1 Ask students to look at the pictures and say what they see.
- 2 Place students in pairs and have them complete the activity.
- 3 Check answers as a class.
- 4 Invite a confident student to say the first sentence aloud to the class. Ask the rest of the class to repeat.
- 5 Continue in the same way for the remaining sentences.
- 6 Then place students in pairs again and have them read the sentences to each other. Monitor for correct pronunciation.

Answers

1 The spider is sitting in the sun.
2 The bee is sick with a cold.
3 The king is swimming in the sea.

Answers

- Tell students to write a few sentences like the ones in Exercise 5 to read to the class.



1 Look and check what you can say

- 1 Hold up your book. Point to the first box. Ask students what feelings they show. When students are confident that they know all the words they should put a check mark in the box.
- 2 Next point to the second box. Ask them to say what the matter is with each child. When students are confident that they can describe all the pictures they should put a check mark in the box.
- 3 Hold up your book. Point to the things people do on their weekend. Ask students to name the activities. When students are confident that they know the words they should put a check mark in the box.
- 4 Point to the sounds. Elicit the sounds and ask students to say them. Ask students to say as many words as they can with these sounds. When students are confident that they know them they should put a check mark in the box.
- 5 Praise the class for their good work.

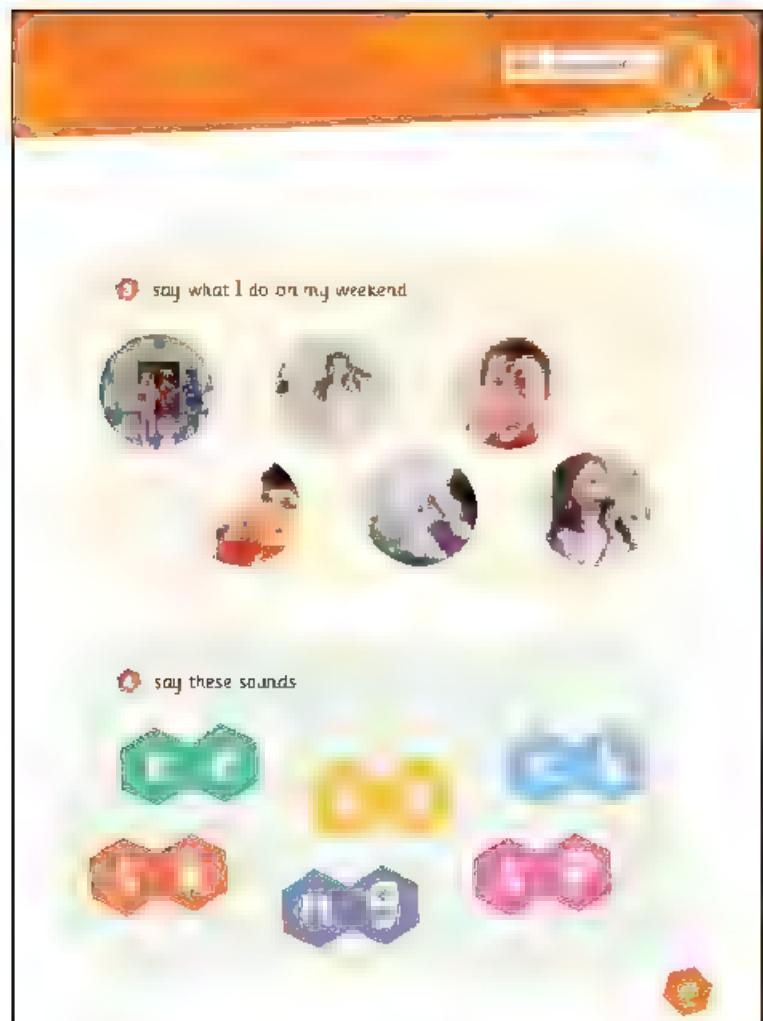
The worksheet features a cartoon character at the top left and a speech bubble with the text 'Name: C 30' at the top right. The main area contains two sections of numbered tasks with accompanying images for students to identify feelings and situations.

1 Look and check what you can say

1 say how I feel

2 say what is the matter

Three rows of circular icons, each containing a different person's face, representing various emotions and situations for students to identify.



Practice game

- In pairs, students play *Guess the word* (Games Bank page 134) to revise words and letters

Closing

- Ask students what they enjoyed about today's lesson
- Praise students for completing Module 1.
- Say *In the next unit, we will learn about our homes*

PLAY TIME

page 68-69

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

1 Look and complete

- Ask students to look at the words. Have them say what they describe e.g. *angry feelings*.
- Have students complete the activity individually.
- Check answers as a class.
- Ask students to write three sentences with words of their choice.
- Place students in pairs. Ask students to read their sentences to their partners. Invite students to say their sentences to the class.

Answers:

Feelings: angry, excited, thirsty

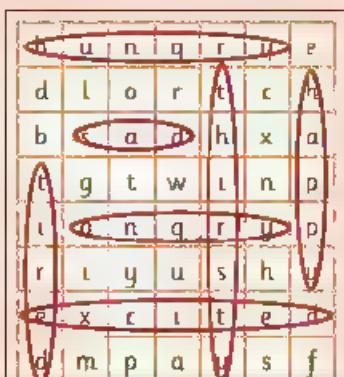
Health: cold, headache, sick

Activities: collect magnets, draw pictures, play sports

2 Find and circle

- Ask students to look at the pictures. Explain that these give clues for what words to find in the word grid.
- Focus on the first picture and elicite how the girl feels (sad). Then ask them to find the word in the word grid.
- Have students complete the activity in pairs.
- Monitor as they are working.
- Copy the word grid onto the board and ask students to circle the answers when they have finished.

Answers:



Review 1

1 Look and complete

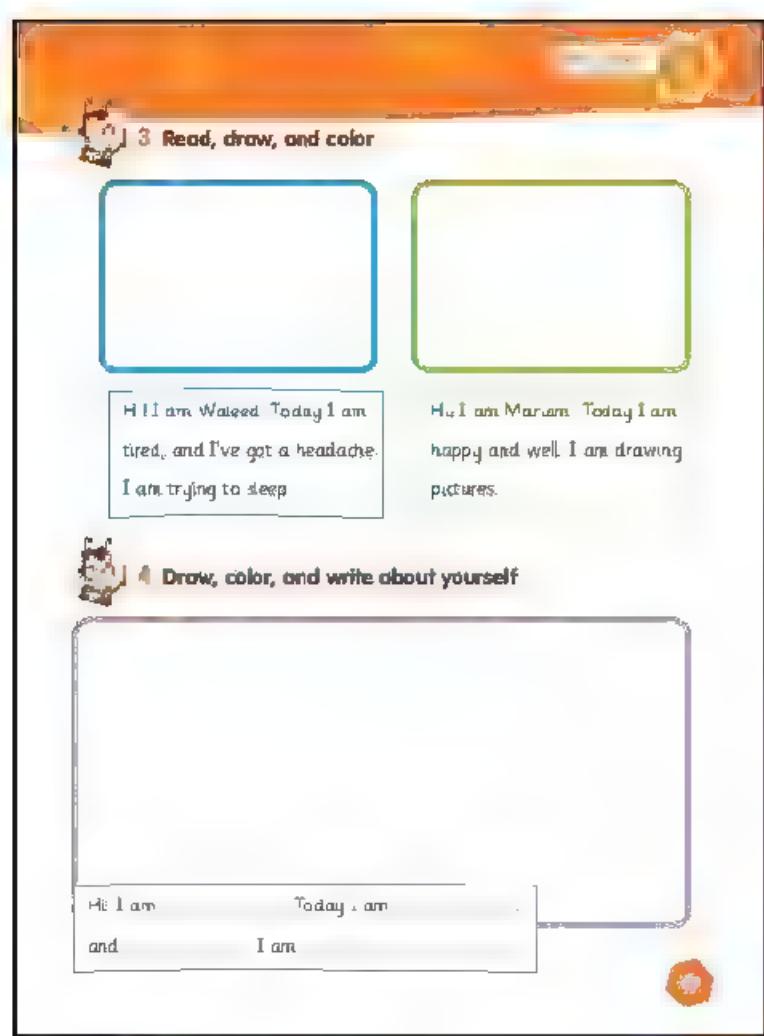
angry cold collect magnets draw pictures
excited headache play sports sick thirsty



2 Find and circle

h	u	n	g	r	y	e
d	l	o	r	t	c	h
b	s	a	d	h	x	a
t	g	t	w	l	n	p
i	a	n	g	r	y	p
r	i	y	u	s	h	y
e	x	c	i	l	t	e
d	m	p	a	y	s	f





Closing

- Ask students what they have enjoyed about the course so far
- Praise students for all their hard work

Extra practice

- Ask students to make a poster that shows their favorite unit so far. Students can draw and write words or sentences to express themselves. Have students present their work to the class.

3 Read, draw, and color

- 1 Have students read the texts. Explain that they have to draw Waheed and Maran as best as they can in each box.
- 2 Once students have completed the activity ask them to share their work with the class.

Students' own answers

4 Draw, color, and write about yourself

- 1 Read the gapped sentences and complete them about yourself as an example
- 2 Have students complete the sentences for themselves. Go round and monitor offering help and support
- 3 Then ask them to draw and colour a picture of themselves doing the activities
- 4 Once students have completed the activity ask them to share their work with the class

Students' own answers

I love my home

Lesson 4

SB pages 72-75

Objectives	To identify different things in a living room To ask and answer about what is in a living room To sing a song
Vocabulary	armchair, bookcase, chair, clock, couch, cupboard, lamp, table, television, living room
Language Materials	What's in the living room? There's a
	Student's Book pages 72 and 75 Audio files Flash cards armchair, bookcase, chair, clock, couch, cupboard, lamp, table, television

Opener

- Say *Hello* (name) *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine, thanks*
- Have students ask each other *Hello* *How are you?*
- Ask students *Where do you live? Do you live in an apartment? Do you live in a house?* Have a brief discussion about homes

Presentation

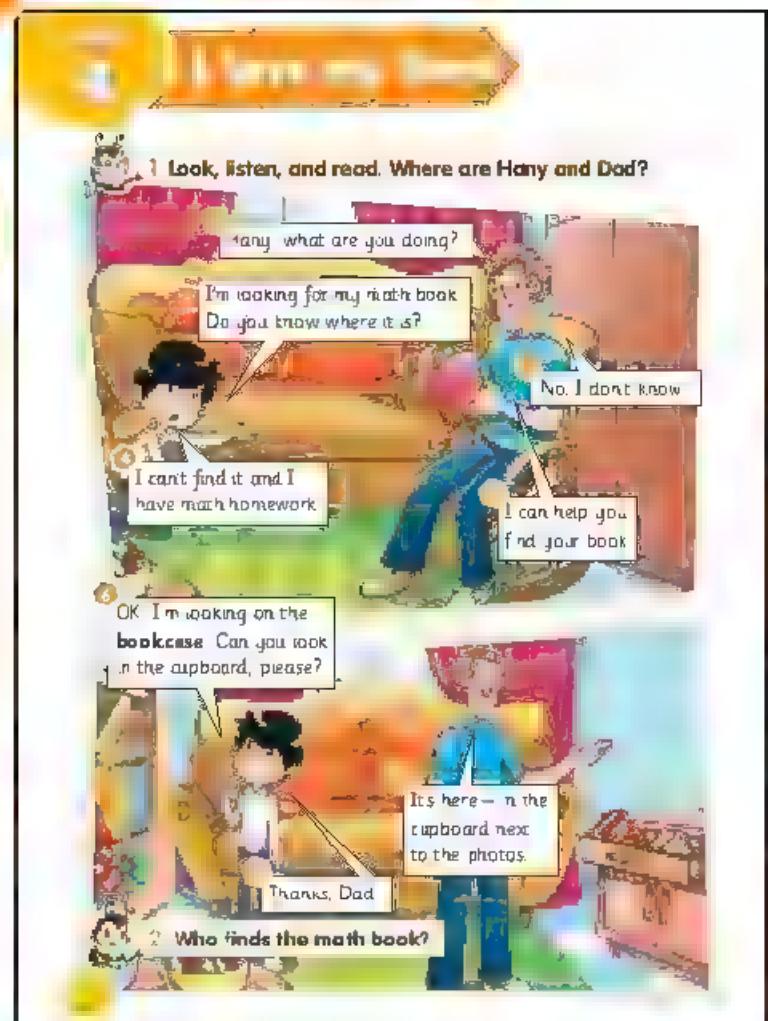
- Take out flash cards. Raise each flash card one by one and say each item. Ask students to repeat after you. Repeat once more
- Open to page 72 and tell students to find and point to the item shown on each flash card in the pictures in their Student's Book

STUDENT'S BOOK

page 72

1  Look, listen, and read. Where are Hany and Dad?

- Raise the Student's Book and point to the first speech. Ask students to say who the characters in the story are. Ask them to look at each frame and say what they think is in each picture. Ask the question *Ask the question. Where are Hany and Dad?* Elicit that they are in the living room.
- Tell students they will hear the text and ask them to follow along in their Student's Book as they do so.
- Repeat the audio with pauses and ask students to repeat what they hear.
- Place the students in pairs and have them role play the dialog.



Dad: *Hany, what are you doing?*
 Hany: *I'm looking for my math book. Do you know where it is?*
 Dad: *No, I don't know.*
 Hany: *I can't find it and I have math homework.*
 Dad: *I can help you find your book.*
 Hany: *OK, I'm looking on the bookcase. Can you look in the cupboard, please?*
 Dad: *It's here - in the cupboard next to the photos.*
 Hany: *Thanks, Dad!*

Answer

Hany and his dad are in the living room

2 Who finds the math book?

- Ask students to reread the dialog quietly.
- Ask *Who finds the math book?* Elicit *Dad*.

Answer

Dad

Listening and speaking

Lesson 1

What's in the living room?



3 Listen, point, and say



1 Read and match

- 1 cupboard
- 2 table
- 3 lamp
- 4 chair
- 5 armchair

- 6 clock
- 7 bookcase
- 8 couch
- 9 television

Extra practice

- Tell students you are going to say a few sentences about the text and students have to stand up if they are false. They also have to correct you. If the sentence is true they have to remain seated.
- Give them a few minutes to read the text and then ask them to close their books.
- Say *Dad is looking for his math book* (F) Hany is looking for it) *Dad helps Hany* (T) *Dad looks on the bookcase* (F) Hany looks on the bookcase) *Hany finds the book*. (F) Dad finds the book) *The book is in the cupboard next to the photos* (T)



STUDENT'S BOOK

page 73

3 Listen, point, and say

- 1 Ask students to say as many words as they can remember from the new vocabulary.
- 2 Place flash cards/picture cards up on the board. Point to an item and ask students to say its word.
- 3 Explain to students that they have to listen to the audio, point to the word and then match it to its correct picture.
- 4 Play audio for students to complete the activity.
- 5 Check answers as a class.
- 6 Then place students in pairs. Tell them that one student has to point to an item for their partner to say the word. Tell students to take turns.



- a television
- b couch
- c clock
- d armchair
- e cupboard
- f table
- g lamp
- h bookcase
- i chair

4 Read and match

- 1 Ask students to look at the example cupboard and the matching picture e.
- 2 Students can complete the activity in pairs.
- 3 Check answers as a class.
- 4 Then place students in pairs. Tell them that one student has to point to an item for their partner to say the word. Tell students to take turns.

Answers:

1 e	2 f	3 g	4	5 d
b c	7 h	8 b	9 a	

5 Listen and complete the song

- Ask students to quietly read the song. Ask them to guess what words could be missing.
- Explain that you will play the audio for them to complete the gaps.
- Play the audio with pauses for students to complete the activity. Ask students if any of their guesses were correct.

What's in your living room, Sami?
 What's in your living room?
Sami: There's a table.
 There's a couch and there's a lamp.
 What's in your living room, Nessma?
 What's in your living room?
Nessma: There's an armchair.
 There's a cupboard and there's a television.

Answers:

1 table	2 couch	3 lamp
4 armchair	5 cupboard	6 television

6 Sing

- Refer students to the song. Place students in two teams. Explain that one team will ask the questions while the other team will be either Nessma or Sami.
- Play the song for students to sing. When students are confident you can use the karaoke version.

7 Ask and answer

- Read the example dialog aloud.
- Then ask a student to ask you the question and answer for yourself.
- Students then work in pairs to ask and answer about their own living rooms. As students work monitor their proper use of the language and pronunciation.
- Invite pairs to the front to role play their dialogs.

Students' own answers



5 Listen and complete the song



6 Sing

What's in your living room Sami?

What's in your living room?

Sami: There's a 1

There's a 2 and there's

a 3

What's in your living room, Nessma?

What's in your living room?

Nessma: There's an 4

There's a 5 and there's

a 6



We do not say the letter
g in the word cupboard



7 Ask and answer

What's in your living room?

I have a 1
and an armchair

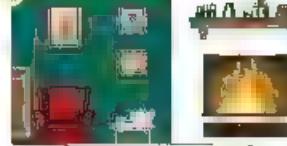


What's in your living room?
 There's a 1, a lamp, bookcase,
 clock, armchair, cupboard,
 couch, television, table.

8 Read and listen



There's a lamp
on the table



There's an armchair
next to the cupboard



There's a bookcase
behind the table



There's a television
between the armchairs

9 Draw your living room and write about it. Share with your partner

This is my living room
There's a television
There's a lamp
There's an armchair
There's a bookcase
There's a television

What's in the living room? There's a
clock, next to/on/behind/between/

8 Read and listen

- Ask students to look at the pictures and say what things they see in them
- Play the audio and ask students to follow along
- Explain that you will now play a sentence and they have to point to its picture e.g. There's a bookcase behind the table. Check that students point to picture 3
- Repeat for all items
- Place students in pairs and have them say a sentence for their partners to point to its picture

There's a lamp on the table
There's an armchair next to the cupboard
There's a bookcase behind the table
There's a television between the armchairs

**9 Draw your living room and write about it.
Share with your partner**

- Ask students what type of things they have in their living rooms and where they are

- On the board draw a living room with a bookcase next to a TV and a couch behind a small coffee table. Say This is my living room. There's a bookcase next to the TV. There's a couch behind the coffee table.
- Now tell students that they have to draw things that are in their living room and write sentences in the same way. Ask them to read the example in the book first.
- Go around the classroom as they work, monitoring and helping as necessary.
- When students have completed the activity, ask them to present their work to their partners.
- Invite students to share their work with the class.

Students' own answers**Closing**

- Ask students to look at Exercise 5 again.
- Then place students in pairs or in groups of three. Tell them they have to write their own song, swapping the names with theirs and to use any item they like.
- Ask students to come to the front and sing their song to the class.
- Ask students to say what they enjoyed about this lesson.
- Tell students that in the next lesson they will talk about helping at home.

SB pages 76-77

Objectives:	To learn about helping at home
Vocabulary	To talk about chores <i>make my bed, sweep the floor, feed the cat, cut vegetables, set the table</i>
Language:	<i>What's in the living room? There's a clock...</i>
Values	Cooperation
Materials:	Student's Book pages 76 and 77 Paper

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Play the song from Lesson 1 again and encourage students to sing along

Presentation

- Tell students you are going to play a game. You are going to mime doing household chores. Students have to guess what you are doing
- Mime some of the following activities: making a bed, cutting vegetables, sweeping the floor, feeding a cat, setting the table. Praise students who guess correctly
- Explain that in today's lesson they are going to write about what they do in their home

STUDENT'S BOOK

page 76

1 How can you help at home? Look and put a (✓)

- Ask students to look at the pictures in Exercise 1. Ask students to say if they help around the house and if they do any of the chores (housework) in the pictures
- Teach new vocabulary by asking students to mime each action as you say it e.g. say *Make my bed*. Have students mime making their bed. Mime the actions as you play with the students
- Ask students to look at the pictures and say what each

Helping your mom and dad

1 How can you help at home? Look and put a ✓



picture shows

- Explain to students they have to tick the actions that show children helping their parents
- Ask students to complete the activity in pairs. Check answers as a class

Answers

Students tick 2 3 6 7

Students' own answers

Extra practice

- Give each student a sheet of paper. Alternatively, students can use their notebooks.
- Explain that they have to make a chart with the days of the week and write what chores they do on each day e.g.

Monday	Tuesday	Wednesday	Thursday	Friday
make the bed				

- Tell them that they can write more than one chore.
- Students share their work with the class.

Closing

- Ask students what they enjoyed about today's lesson.
- Play *Mime it* (Games Bank page 135) to revise the actions in today's lesson.
- Tell students to bring in coloured pencils, markers, or pens for the next lesson.
- Say *In the next lesson, we will learn to multiply, divide, and add*.

STUDENT'S BOOK

page 77

2 Look and match

- Explain that you will mime an action for the students to say what it is. Mime sweeping the floor and elicit the answer. Repeat for all the items.
- Place students in pairs. Explain that one student will say an action for their partner to mime.
- Ask students to complete the activity matching the pictures to the correct phrases. Check answers as a class.

Answers

1d 2c 3a 4b 5e

3 Write and say what you do at home

- Ask students what they do to help at home. Accept any reasonable answers and help them express their ideas.
- Explain that they have to write sentences about what they do.
- As students work, monitor for proper use of language and spelling.

SB pages 78-79

Objectives:	To multiply and divide sums in English To use an array to do multiplication sums To ask and answer about numbers
Vocabulary:	<i>multiplication, multiplied by, times, equals, array, division, divided by</i>
CLIL: Materials:	Math Multiplication and division Student's Book pages 78 and 79 Flash cards armchair, bookcase, chair, clock, couch, cupboard, lamp, table, television Colored pencils or markers

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Have students ask each other *Hello. How are you?*
- Use the flash cards and play *Point to the picture* (Games Bank page 136) to revise the unit vocabulary

Presentation

- On the board write $2 + 6$. Say *Can you add these numbers?* Elicit the answer (8)
- Then write 6×2 . Say *Can you multiply these numbers?* Elicit the answer (12)
- On the board write \times add and \times multiply.

STUDENT'S BOOK

page 78

1 How many books are there in the bookcase?

- Refer students to the *Tip!* box. Read the box with the class and make sure students understand the 3 groups of 5 circles are 15 circles in total.
- Then go to the exercise and read it aloud as the class follow along in their books. Elicit that there are six books divided on three shelves in the picture.
- Draw attention to the books in blue, pink and yellow. Explain that the books are in three groups according to their colors. Explain that you can say the total number of the books in two ways: you can count the books one by one, or you can simply add the groups of books three times: that is to multiply the group of books by the number it is repeated.
- Ask students to look at the empty space and complete the sum.

Answer

3

2 Read and color the array. Then write

- Explain to students that we can use array grids to multiply easily. On the board draw a four by five grid. Write 4×5 . With a colored marker or chalk color in four dots


Math
Multiplication

1 How many books are there in the bookcase?

You can count how many books by adding:

$2 + 2 + 2 + 2 + 2 + 2 = 12$

Or you can count how many books by multiplying

$\times 2 = 12$

2 Read and color the array. Then write

$4 \times 5 = 20$ $5 \times 2 = 10$

$3 \times 2 = 6$ $5 \times 3 = 15$

3 Ask and answer about Exercise 2

What is five times four?

Five times four equals twenty.

Multiplication, times, equals




















vertically. Repeat with another color and so on for the next five rows.

- Ask students to do the same in their notebooks for item 2. Encourage them to use their colored markers or pencils.
- Check answers.
- Have students complete the activity in pairs.
- Check answers as a class by drawing array grids on the board.

Answers

$4 \times 5 = 20$	$5 \times 2 = 10$
$3 \times 2 = 6$	$5 \times 3 = 15$

3 Ask and answer about Exercise 2

- Ask students different multiplication sums. Write them on the board e.g. Write 3×3 but say *What is three times three?* Elicit the answer (9).
- Show students the table and explain how to read the sums: counting the number from the top row and the number from the left column and following the column and row to find

4 Sherif and his two friends love carrots. Draw, color, and divide the carrots

Division is separating into equal groups. $15 \div 3 = 5$. Fifteen divided by three equals five.

1 (There are 3 carrots) 2 (There are 6 carrots)

3 (There are 9 carrots) 4 (There are 12 carrots)

1 carrot for each friend carrots for each friend

carrots for each friend carrots for each friend

5 Think, write, and say

$10 \div 2 = 5$ $14 \div 2 =$
 $18 \div 3 =$ $8 \div 4 =$

division, divided by

Ten divided by two equals five.

the answer of multiplying those numbers together

- Place students in pairs and have them ask each other multiplication questions to answer using the speech bubbles as an example
- As students work monitor for proper use of language and pronunciation
- Bring volunteer pairs to the front of the class to role play the activity

STUDENT'S BOOK

page 79

4 Sherif and his two friends love carrots. Draw, color, and divide the carrots

- Refer students to the *Tip!* box and ask them to follow along as you read aloud.
- On the board write $15 \div 3 =$. Elicit the answer (5).
- Then write $15 \div 5 =$. Elicit the answer (3).
- Ask students to look at item 1. Ask students why each friend has one carrot (Because there are three children and three carrots so they get one each). Ask students to draw the correct number of carrots divided on 3 groups and color each group in a different color.
- Then ask students to look at item 2. Ask them how many carrots they see (6). Ask students how many carrots each child will have (2). Students then draw the carrots and color them as described above.

- Have students complete the activity individually and check answers as a class.
- Then write on the board
 $3 \cdot 3 = 9$
 $6 \cdot 3 = 18$
- Ask students to write the sums for items 3 and 4.

Answers:

- 1 1 carrot
- 2 2 carrots
- 3 3 carrots
- 4 4 carrots

5 Think, write, and say

- Ask students to work individually to answer the questions.
- Choose a student to read the speech bubble.
- Place students in pairs and ask them to check their answers by reading the sums to each other.
- As students work monitor for proper use of language and pronunciation.
- Ask volunteer students to read sums to the class.

Answers:

$$\begin{array}{rcl} 10 & \div & 2 = 5 \\ 18 & \div & 3 = 6 \\ 14 & \div & 2 = 7 \\ 8 & \div & 4 = 2 \end{array}$$

Extra practice

- Ask students to write four sums. Tell them that one must be incorrect and that they can use sums with addition, multiplication and division.
- Then have students swap sums with their partners who have to find the incorrect sum.
- Have students repeat with different partners.

Closing

- Ask students what they enjoyed about today's lesson.
- Ask students how often they use Math in their day.
- Say *In the next lesson, we will learn new letter combinations and how to use a comma.*

Lesson 4

SB pages 80-81

Objectives	To recognize words with the combination <i>air</i> and <i>ear</i> To listen and write words with <i>air</i> and <i>ear</i> To trace words with the combination <i>air</i> and <i>ear</i>
Vocabulary: Materials:	<i>air, hair, chair, pair, ear, beard</i> Student's Book pages 80 and 81 Audio files Phonics cards: <i>air, ear, hair, chair, pair, ear, beard</i>

STUDENT'S BOOK page 80

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Ask students if they can remember any of the words they had learned in previous phonics lessons. Write them on the board
- Then ask them to look at the words on the board and say what sounds or letter combinations they have

Presentation the letter combinations *air* and *ear*

- Show a flash card of the word *chair*. Ask students to say the word. Write it on the board and underline *air*. Say the sound and have students repeat after you.
- Then show a flash card with the word *ear*. Ask students to say the word. Write it on the board and underline *ear*. Say the sound and have students repeat after you.
- Repeat for all the phonics words.
- Then ask students if they know any other words with these word combinations. Have them say the words. Write them on the board. Possible words: *star, fair, air, airport, year, near, fear*

1 Look, listen, and repeat

- Refer students to the pictures and ask what they see.
- Ask them to listen to the audio as they look and point to the pictures in their books. Play the audio.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that one student has to point to a word for their partner to say.
- Monitor for proper pronunciation and correct where necessary.

1 hair 2 chair 3 pair 4 ear 5 beard

Learn Sounds with Mary Book air ear

1 Look, listen, and repeat

hair chair pair

2 Cover the words and test your friends

How do you say this? Hair

3 Listen and write the words

1 hair 2 air 3 ear 4 chair 5 beard

the air and ear words

2 Cover the words and test your friends

- Give each student a sheet of paper. Ask students to draw the items from Exercise 1 as best they can. Explain that they will point to a picture on their sheet of paper for their partner to say the word. Alternatively ask them to cover the words in Exercise 1 and point to a picture on the page.
- Ask two volunteers to read the dialogue.
- Place students in pairs and have them play.
- As students play monitor for proper use of language and pronunciation.

3 Listen and write the words

- Explain that students will now hear words and they have to write them.
- Play the audio with pauses for students to complete the activity.
- Check answers by writing them on the board for students to check against.

1 beard 2 hair 3 ear 4 chair

Answers

1 beard 2 chair 3 ear 4 chair

4 Listen, read, and trace



When we write a list we use a comma (,). I have a table, a couch, and an armchair in my living room.

Trace the commas

1 2 3

5 Look and color the commas



6 Write the correct punctuation

1 She likes ice cream, chocolate and candy.
 2 Harry likes playing football, tennis and basketball.
 3 I feed the cats, make my bed and set the table every day.

Extra practice

- Give each student a sheet of paper
- Ask them to write a word that contains the new letter combinations they have learned
- Ask them to also write a sentence with that word e.g. *The chair is yellow. He has a brown beard.*
- Tell students they can use colored pens or pencils to write the words and sentences
- Students present their work to the class.

4 Listen, read, and trace

- 1 Ask students to say the lesson letter combinations. Write them on the board. Ask them to say as many words as they can with the combinations
- 2 Ask students to look at the exercise and say what they see
- 3 Play the audio with pauses for students to read and repeat
- 4 Have students trace the sentences as best they can. Walk around and praise neat handwriting
- 5 Then repeat each sentence and have the rest of the class repeat after you. Ask a confident student to read the first sentence aloud
- 6 Repeat the above step with sentences two and three



1 He has black hair and a white beard
 2 It has black ears
 3 We have a new armchair in the living room.

5 Look and color the commas

- 1 Refer students to the Tip! box. Read it aloud as students follow along. Ask students to color the commas
- 2 Explain that we use commas in a sentence when we have two or three words that refer to one thing in a sentence e.g. *table, couch, armchair* all refer to what the person has in the living room
- 3 On the board write *My favorite colors are red, blue and orange*. Ask students where they should put a comma (after red and blue)
- 4 Ask students to color all the commas they see in the picture

Answers



6 Write the correct punctuation

- 1 Tell students they have to rewrite the sentences with capital letters where necessary, commas and periods
- 2 Have students complete the exercise individually
- 3 Check answers by asking students to come to the board and write the sentences

Answers

1 She likes ice cream, chocolate, and candy.
 2 Harry likes playing football, tennis, and basketball.
 3 I feed the cats, make my bed, and set the table every day.

Extra practice

- Explain to students that you will write a few letter combinations on the board. You will then point to one of them and say a word. If the word they hear has the sound of that letter combination they clap and the class gets a point
- If they clap to a word with an incorrect sound they lose a point and have to stand up and sit down five times in a row
- Write three letter combinations on the board and play the game
- Repeat with other letter combinations

Closing

- Play *Go to the word (1)* (Games Bank, page 134) to revise the new letter combinations and sounds
- Tell students that in the next lesson they will learn about natural resources



SB pages 82-83

Objectives	To identify some items made of natural resources
Vocabulary	iron ore, melt, natural resource, rock, bike, knife, nail, paper clip
CLIL Materials	Science Natura. resources Student's Book pages 82 and 83 Audi files Big sheets of paper Colored pencils or markers Scissors Old magazines with homes

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Say *Hello* (name). *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine, thanks*
- Have students ask each other *Hello* *How are you?*
- Ask students if they know what the term *natural resources* means (materials from the Earth that we can use to make things)

Presentation

- Ask students if they can see anything in the classroom that is made of something natural. Accept their ideas and explain that they will learn more in this lesson.

STUDENT'S BOOK

page 82

1 Listen and complete the words

- Ask students to look at the items in the pictures and say what they are
- Tell students to complete the words
- Check answers as a class by writing the words on the board for students to check against
- Ask what these items are made of (metal). Tell students that metal is a natural resource we use to make things
- Tell students to look around the classroom and see if there are any other things made of metal in it

Answers.

1 lamp 2 spoon 3 ruler 4 chair

2 Think of things made of metal in your home.

Draw and write

- On the board write *wood, metal, wool, stone, iron, rock*. Ask students if they know what these are. Explain if necessary
- Ask students to think about their homes and say what things they have in them that are made of natural resources
- Ask students to look at the space they have in their books

Science
Natural resources

1 Listen and complete the words



1 lamp 2 spoon 3 ruler 4 chair

2 Think of things made of metal in your home. Draw and write

At home I have

on page 82 and think of things at their homes and draw them. Encourage students to draw things like the ones you introduced or others. Go around and provide help when necessary.

- Ask students to complete the sentence at the bottom of the page with the names of the things they draw. Model an example and then ask some confident students to come and write their sentences on the board
- Have students share their answers with the class

Students' own answers

Extra activity

- Ask students to look in their bags and find two or three things they have that are made of natural resources e.g. pencils - wood, paper clips - metal, scissors - metal

3 Listen and read

We use metal everywhere in our homes.

1 We use a knife for our food.

2 Our bikes are made of metal.

3 We use nails to make things.

4 We use paper clips in our offices.

4 Look, listen, and point

melt () iron ore () rock ()

5 Read and number

Iron ore is a natural resource. We take iron ore from rock and melt it in a factory. This makes metal. We make different things from metal.

bike, iron ore, knife, melt, nail, natural resource, paper clip, rock

STUDENT'S BOOK

page 83

3 Listen and read

- Ask students to identify the items in the pictures. Help with any unknown vocabulary.
- Ask students if there are any unknown words they'd like you to explain.
- Play the audio and have students follow the text. Check answers as a class. Ask students to read the sentences to their partners.
- Encourage students to come to the front of the class and read the sentences.

1 We use a knife for our food.
 2 Our bikes are made of metal.
 3 We use nails to make things.
 4 We use paper clips in our offices.

4 Look, listen, and point

- Point to the pictures in Exercise 4. Ask students to tell you what they can see. Accept all reasonable answers.
- Explain that the words are all linked to things made of metal.
- Tell students that they should listen and match the pictures to the words. Play the audio pausing after each word for students to complete the task.

- Ask students to check their answers in pairs.
- Play the audio one more time and ask students to repeat the words. Check their pronunciation.

iron ore

b melt

c rock

Answers.

1b 2a 3c

5 Read and number

- Point to the photos. Ask students to identify what they can see. Praise any correct answers. If students are unable to describe some of the photos, that is not a problem at this stage.
- Explain that the photos are not in the correct order. Students have to read the text and put the photos in order.
- Ask students to work in pairs to complete the task.
- Go around the classroom monitoring and helping as necessary.
- Check answers by reading the text as a class.

Answers.

a 4 b 2 c 1 d 3

Extra practice

Tell students they are going to make a poster showing different things that we have in our homes or school that are made of natural resources. Tell students they can draw them or use cuttings from different magazines. Next to each picture they write what natural resource is used. Students work in groups to make the poster and then share their work with the class.

Closing

- Tell students that in the next lesson they will learn about natural resources in Egypt.
- Ask students to guess what natural resources there might be in Egypt. Accept all reasonable answers.

SB pages 84-85

Objectives	To talk and learn about natural resources in Egypt To complete a text on natural resources in Egypt
Vocabulary	rock, bowl, liquid, sand, shape, chemicals
CLIL	Science Natural resources in Egypt
Values	Curiosity
Life skills:	Managing resources
Materials:	Student's Book pages 84 and 85 Audio file

Opener

- Say *Hello (name) How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students say to each other and ask *Hello How are you?*
- Sing the song from Lesson 1 again

Presentation

- 1 Tell students to look at the window. Ask if they know what glass is made of. Tell them they will learn in this lesson.

STUDENT'S BOOK

page 84

1 Listen and read

- 1 Have students look at the pictures and say what they think they will read about.
- 2 Ask students to follow along in their books as the audio is played. Tell them to underline any unknown words they would like you to explain.
- 3 Play the audio for students to complete the activity. Check answers as a class.
- 4 To make sure students have understood the text, ask the following questions:
 - Where do we get sand from in Egypt? (The desert)
 - What do we add to the sand to make glass? (Chemicals)
 - What happens to the chemicals and sand when we melt them? (They become a liquid)
 - Can we shape the glass in any shape? (Yes, we can)
- 5 Ask students if they can think of any items in school or at home which are made of glass. What shape are these items?

Science
Natural resources

Natural resources in Egypt

listen and read

In Egypt we have many natural resources. Sand is a natural resource. We can make glass from sand.

We take sand from the desert.

We add chemicals to the sand.

Then we put everything in a bowl.

We melt the sand and chemicals to make a liquid.

Then we shape the glass.

We can make many things from glass.

2 Read and choose

- 1 Egypt has many natural resources.
a cars
b deserts
- 2 We can make _____ from sand.
a deserts
b glass
- 3 We can melt sand and chemicals to make a liquid.
a liquid
b gas

bowl, chemical, liquid, sand, shape

Answer

In Egypt, we have many natural resources. Sand is a natural resource. We can make glass from sand.

- 1 We take sand from the desert.
- 2 We add chemicals to the sand.
- 3 Then we put everything in a bowl.
- 4 We melt the sand and chemicals to make a liquid.
- 5 Then we shape the glass.
- 6 We can make many things from glass.

2 Read and choose

- 1 Read the first sentence with students. Explain that they should read the text in Exercise 1 again to find the answer and circle a or b.
- 2 Ask students to work in pairs to complete the exercise.
- 3 Go around the classroom, monitoring and helping as necessary.
- 4 Check answers as a class.

Answers

1 a 2 b 3 a

EGYPT

3 Complete the cycle for producing glass from sand

Making Glass

1 To make glass from sand, add **chemicals** to the sand

2 Put everything in a **bow**

3 We can melt sand and chemicals to make a **liquid**

4 Shape

4 Look, read, and order

Another Egyptian natural resource is water

Farmers give water to the plants

Farmers get water from the Nile

Vegetables need water to grow

Then we eat vegetables

We buy vegetables at the market

STUDENT'S BOOK

page 85

3 Complete the cycle for producing glass from sand

- 1 Ask students to close their books
- 2 Ask them to tell you what they remember about the process of making glass
- 3 Allow students time to complete the exercise
- 4 Check answers through writing them on the board
- 5 Ask individual students to read the complete sentences to the class

Answers

1 chemicals
2 bow
3 liquid

3 bow.
4 the glass

4 Look, read, and order

- 1 Tell students to look at the pictures. Ask what natural resource is being used (Water)
- 2 Ask students why they think farmers use water (To help plants grow)

- 3 Have students read the text and ask for any unknown words to be explained
- 4 Place students in pairs and have them complete the activity
- 5 Check answers as a class.

Answers

a1 b3 c2 d6 e5 f4

Closing

- Ask students why we need to be careful about using natural resources. How can we avoid wasting them?
- Tell students in the next lesson they will make a Matilab board game
- Ask students to bring colored pens or pencils and dice

SB pages 86-87

Objectives: To revise the language of the unit
To make a Bug Math Game
To work together in groups
Language: What's $15 \div 3$? What's 6×3 ?
Materials: Student's Book pages 86 and 87
Dice, a bug template, color pencils or markers, a black marker

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Ask students to say what they remember *adding*, *multiplying* and *dividing*
- Write different sums on the board and have students find their answers

Presentation

- Ask students to open their books at page 86
- Point to the *You will need* box and ask students to check that they have what they will need

STUDENT'S BOOK

page 86

1 How to make your Bug math game

- Ask students to look at the bugs and have them color them. Explain they can use any color they like
- Ask students what they think the boxes are for. Explain that they are going to use them to make a board game
- Explain that they have to complete the boxes with sums they like and can use the ones from the board. The sums can be multiplication or division. Tell them they cannot write the answers.
- Place students in groups to complete the activity
- Go around and help as necessary
- Explain that students take turns to roll the dice and play the game. The student that is the oldest in the group starts the game
- Explain the rules
 - If the student's counter lands on a space with a sum that student must read the sum and give the answer
 - If they give the correct answer they can stay on that space. If they give the wrong answer they have to move back to the last space they were on. For example if a student is on 'Start' and throws a 1 they move their counter to the first space. If they say 1 times 2 is 3 they then stay on that space until their next turn. If they make a mistake they go back to the Start space (where they were when they last threw the dice)
 - The winner is the first student to reach the 'Winner' space
- Monitor as students play and help as necessary

Project



1 How to make your Bug math game



Start

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$6 + 3$

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Section	Skill Description	Star Rating
Writing	can read sentences with words to complete sentences.	1 star
Phonics	can identify words with air-eer sounds	1 star
Math	can read and understand simple multiplication and division sums	1 star
Science	can read about the uses of natural materials for natural resources	1 star
Art	work with my partner to make and play a board game	1 star
	can talk about the furniture in my home	2 stars
	can talk about the furniture in my home with my teacher's help	2 stars
	can talk about the furniture in my home	3 stars
	can talk about the furniture in my home with my teacher's help	3 stars
	can talk about the furniture in my home	4 stars
	can write sentences with words to complete sentences.	2 stars
	can write words with air-eer sounds	2 stars
	can write words with air-eer sounds	3 stars
	can write sentences with words that have air-eer sounds	3 stars
	can write sentences with words that have air-eer sounds	4 stars
	can multiply and divide numbers 1-60	2 stars
	can multiply and divide numbers 1-60	3 stars
	can multiply and divide numbers 1-60	4 stars
	can follow the steps in the process of making materials from natural resources	2 stars
	can follow the steps in the process of making materials from natural resources	3 stars
	can follow the steps in the process of making materials from natural resources	4 stars
	can talk about the uses of natural resources for natural resources	3 stars
	can talk about the uses of natural resources for natural resources	4 stars
	work with my partner to make and play a board game	2 stars
	work with my partner to make and play a board game	3 stars
	work with my partner to make and play a board game	4 stars

STUDENT'S BOOK

page 87

2 Show and tell

- Ask volunteer groups to come to the front of the class and play the game

Self Assessment

Read and color the stars that describe your effort

- Ask students to look back through the unit. Discuss what they have learned
- Ask how they feel about this unit. Tell students that it is fine to be honest and express their feelings
- Have students look at the exercise. Explain that they have to choose the correct section and color the stars which show what they can do
- Read the first section with the class. Teach the words for different kinds of furniture. Ask students to complete the stars which are appropriate for them
- Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future
- Ask students to look back through the unit at what they have written and learned to write. Then read the second section of the table and encourage students to color the correct stars for them

- Put students in pairs to continue in the same way for each section
- Monitor and check students are on task

Teacher Assessment

- Fill in the teacher assessment section based on how well each student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the Teacher Assessment in the introduction page VII for help.

Closing

- Tell students to go through the unit pages and say what they liked best about this unit
- Use the dice from the game to choose two numbers. Write the numbers on the board. Ask students to multiply them
- Praise students for their efforts in Unit 4 and ask them to say *Thank you* to you and to their shoulder partner
- Say *In the next unit we will talk about the zoo*

PLAY TIME

page 88

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

1 Write the words

- Place flash cards from Lesson 1 on the board and revise the words. Point to each card and ask students to say what the word is. As they say the word, ask them to name the action.
- Explain that students have to unscramble the letters to make a word as in the example. Give students some time to complete the activity.
- Check answers as a class. Write answers on the board for students to check against.

Answers

- 1 chair
- 2 table
- 3 couch
- 4 clock
- 5 cupboard
- 6 bookcase
- 7 lamp

2 Look and complete

- Ask students to look at the children in the pictures and say what they are doing.
- Give students some time to complete the activity.
- Ask students to show you their work. Praise neat and tidy work.

Answers

- 1 I make
- 2 I sweep
- 3 I feed the cat
- 4 I cut the vegetables
- 5 I set the table

Extra practice

- Give students a sheet of paper. Tell students you are going to say different words from this unit which they have to draw as best as they can. If they cannot draw the word because they don't know it or draw an incorrect picture they lose a turn.

Play time

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100

1 Write the words

1 chair

2 table



3 couch

4 clock



5 cupboard

6 bookcase



7 lamp

2 Look and complete



my bed



the floor



3 Read and color

Grandpa is **seventy** years old. He has gray hair and a gray beard. He is wearing a pair of black glasses. He is sitting on a red armchair.

4 Read again and circle the words with *air* and *ear*

years hair beard weaning pair armchair

5 Look and read. Then complete

$2 \times 1 = 2$



$6 \times 1 = 6$



6 Throw dice and write

5	2	5 x 2 = 10	10 ÷ 5 = 2
2	5	2 x 5 = 10	10 ÷ 2 = 5

Playtime

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

3 Read and color

- Ask students to look at the picture. Explain that they need to read the text and color the picture according to the description.
- Ask students to check their work in pairs.

Answers



4 Read again and circle the words with *air* and *ear*

- Ask students to read the text again and to circle the words that include the letter combinations *air* and *ear*.
- Go around monitoring and praising their good work.

Answers

years hair beard weaning pair armchair

5 Look and read. Then complete

- Ask students to look at the number and say what they think the numbers in it are (Its multiples).
- On the board write the number 5. Ask students to say its multiples. Write them on the board.
- Ask students to complete the number 6 in the same way.

Answers

Any multiple of 5. 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, etc

6 Throw dice and write

- Explain that students have to roll the dice twice. They write the first number in the first column and the second number in the second column.
- They then make sums using these numbers multiplying and dividing. Read the example with the class.
- Ask students to work in pairs to roll the dice and make a note of the numbers and their sums.
- Ask pairs to check their answers with another pair.

Students' own answers

5

At the zoo

LEVEL

SB pages 90-93

Objectives. To recognize some zoo animals
To talk about favorite zoo animals
To learn how to say elephant and lion in sign language
To learn how to use a map
To give directions
To sing a song

Vocabulary elephant, giraffe, hippo, lion, panda, penguin, excited

Language What's your favorite zoo animal? My favorite animal is the... Where are the hippos? Go straight. Turn right/left.

CLIL Social Studies: Using a map
Critical thinking: An animal quiz

Materials: Student's Book pages 90-93
Audio files
Flash cards: elephant, giraffe, hippo, lion, panda, penguin

Opener

- Say *Hello (name), How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine, thanks*
- Have students say to each other and ask *Hello, How are you?* Encourage them to give varied responses
- Look at the picture on page 90. Tell students that this is a zoo. Ask students if they have ever visited a zoo and if so ask them if they liked it.

Presentation

- Take out flash cards and show them one by one to the students. Ask students if they know the name of any of these animals.
- Then raise each flash card one by one and say each animal. Ask students to repeat after you. Repeat once more.
- Tell students they have to say an animal for you to show the flash card.

STUDENT'S BOOK

page 90

1 Look, listen, and read

- Ask students to look at the pictures and say how they think the children feel.
- Then ask what animals they can see in the pictures.
- Read the Student's Book and point to the first speech bubble. Tell students to point to the same one in their books. Read the sentence aloud and have students repeat after you.
- Repeat the above for all the lines in the conversation.
- Play the audio for students to listen to. Tell them to read

1 Look, listen, and read

along as they listen.

- Divide the class into 3 groups and allocate each group a part from the text: Mom, Hana, Hany.
- Explain that you will play the audio and students have to repeat their parts. Play the audio with pauses for students to complete the activity.
- Place the students in groups of three and have them to role play the dialog.
- Ask some confident groups to come to the front of the class to role play.

Mom: *There are so many animals here!*
 Hana: *I love the zoo. I'm very excited!*
 Hany: *What do you want to see?*
 Hana: *Let's watch the penguins.*
 Hany: *Good idea! How about going to the elephants, too?*

Extra practice

Place flash cards on the board. Tell students that they are going to say a word for you to point to. If you point to the correct word they clap. If you point to an incorrect word they have to correct you.

Listening and speaking

2 Listen, point, and say

lion hippo elephant panda giraffe penguin

3 Look and match

1. hippo 2. elephant 3. panda 4. giraffe 5. lion 6. penguin

4 What is your favorite zoo animal? Read and complete

Tip! Our skin protects us and keeps our bodies safe.

My favorite animal is **lion, elephant, giraffe, penguin, hippo, panda**



- Explain to students they have to match the patches of skin/hair to the animal. Do the first item together as a class. Ask what animal they think it is? (giraffe)
- Ask students to complete the activity with their partners. Then check answers as a class.

Answers:

1d 2b 3c 4e 5a 6f

4 What is your favorite zoo animal? Read and complete

- Ask students to read the speech bubble.
- Then ask different students what their favorite animal is.
- Place students in pairs and have them complete the activity.
- Read the Tip! box about skin with the class.
- Raise a class discussion on the function of skin e.g. protects body organs, keeps germs and bacteria away etc. Accept all reasonable answers and encourage all students to participate.

Students' own answers

STUDENT'S BOOK

page 91

2 Listen, point, and say

- Use flash cards to revise animals.
- Explain to students that you will play the audio. Ask students to listen and point to each animal in their Student's Books.
- Play the audio pausing after each word to give students time to point to their books. Then raise the corresponding flash card of the animal for students to check if they are correct.
- Place students in pairs and have them point to each picture and say the animal it shows. Monitor by walking around the classroom and help as necessary.

Match and say

lion
elephant
giraffe
penguin
hippo
panda

3 Look and match

- Ask students to look at the animals in their books and say what colors the animals are.



Presentation

- Ask students to stand up. Stand with your back facing the class. Raise your left arm and say *left*. Ask students to repeat after you. Then say *Turn left* and turn left. Have students do the same. Repeat for *Turn right*.
- Then say *Go straight* and face the board. March in place as if walking ahead. Have students repeat and mime after you.

5 Listen and read

- Refer students to their Student's Book and ask them to look at the picture. Ask students if they know what this is. Explain that it is a map of a zoo.
- Ask students if they use maps and if so when.
- Then tell students to read along in their Student's Book as they listen to the audio.
- Repeat the audio with pauses for students to repeat each phrase they hear.

Amira: *How about going to the lions?*
 Hana: *That's a good idea! Hany, you have the map. Where are the lions?*
 Hany: *Go straight, turn right, then go straight and turn left. Go straight.*
 Amira: *Let's go!*
 Hana: *Then let's watch the penguins!*
 Amira: *Good idea!*

Extra practice

- Refer students to the Tip Box and practice the sign language with the class.
- Have students research their favorite animals in sign language and practice them together.
- Place students in pairs. Explain that one student does the sign language of an animal for their partner to say what animal it is.

Social Studies
Map of the zoo

Where are the lions?

5 Listen and read



How about going to the lions?

That's a **good idea**. Hany, you have the map. Where are the lions?

Go straight turn right then go straight and turn left. Go straight.

Let's go!

Then let's watch the penguins!

Good idea!

TIP
Here's how to say elephant and lion in American Sign Language.



6 Read and circle True or False

The hippo is a very large animal. It is more than three meters long. The hippo lives in lakes and rivers. It spends most of the day in water. Hippos eat grass and they go to find food at night. Hippos can live from forty to fifty years.

1 Hippos are short animals
2 Hippos live in the desert
3 Hippos find food at night
4 Hippos like to eat grass
5 Hippos can live up to 100 years

True/False
True/False
True/False
True/False
True/False

7 Sing

Hurray! We're having a lovely time at the zoo today!
Let's watch the pandas
What are they doing?
They're eating bamboo.

Hurray! We're having a lovely time at the zoo today!
Let's watch the penguins
What are they doing?
They're swimming in their pool.

Where are the lions? Go straight ahead. They're on your right/left.

STUDENT'S BOOK

page 93



7 Sing

- Play the song for the students to listen to first. Then divide the class into 3 groups. Give each group an animal from the song. Explain that when the verse their animal is in comes up they have to stand up and sing. They can mime as well.
- Play the song for students to sing and mime to. Then reassign the groups to the other animal, and repeat.
- Students can also sing along to the karaoke version if they are confident.

Hurray! We're having a lovely time at the zoo today!

Let's watch the pandas

What are they doing?

They're eating bamboo

Hurray! We're having a lovely time at the zoo today!

Let's watch the penguins

What are they doing?

They're swimming in their pool.

Extra practice

□ Explain to students that you will give a direction for students to mime on the spot. Say *Go straight* and mime marching in place. Ask students to mime after you. Repeat with *Go left* and *Go right*. Then tell students they will play *Teacher Says* (1, (Games Bank 136) with the directions. Play the game for one or two rounds as a class. Then place students in small groups and have them continue. Each group nominates a member who will give directions.

Answers

1 False (they are very large)
2 False (they live in lakes and rivers)
3 True
4 True
5 False (they can live from forty to fifty years)

Extra practice

□ Ask students to say if the text had the same information as they suggested at the start. What new things did they learn about hippos?



SB pages 94-95

Objectives: To recognize some animal habitats
To ask and answer about where some animals live

Vocabulary: habitats, lake, grasslands, sea, bamboo forest

Language: Where does the elephant live? It lives in grasslands
The panda's habitat is the bamboo forest

Materials: Student's Book pages 94-95
Flash cards elephant, giraffe, hippo, lion, panda, penguin
Paper

Opener

- Greet each student as they come into class and say Good morning or Good afternoon
- Ask students to say different animals they remember. As they do place the corresponding flash card on the board
- Point to each flash card, say the word and have students repeat after you.
- Hold up the flash cards in a random order and get the students to say the word

STUDENT'S BOOK

page 94

1 Match the animals to their habitat (three animals have the same habitat)

- Ask students to look at the pictures and say what they see
- Refer students to the *Tip* box and read it aloud
- Ask students to say what habitats they know of and which animals live there
- Place students in pairs and have them complete the activity. Check answers as a class

Answers

hippo 1 elephant 3 penguin 2 lion 3 panda 4 giraffe 1

Match the animals to their habitats

1 Match the animals to their habitat (three animals have the same habitat)

1 elephant 2 hippo 3 lion 4 penguin 5 giraffe 6 panda

1 lake 2 sea 3 grasslands 4 bamboo forest

Tip:
habitat = where an animal lives
The panda's habitat is the bamboo forest

STUDENT'S BOOK

page 95

2 Ask and answer

- 1 Choose a student randomly to read the speech bubble. Elicit the answer from the class.
- 2 Put students in pairs. Ask them to continue in the same way asking and answering questions about where animals live.
- 3 As students work monitor for proper use of language and pronunciation.

Students' own answers

3 Read and write the animals. Find the mystery animal

- 1 Explain to students that they have to complete the puzzle to find the mystery animal. Explain that the mystery animal will appear on the base squares.
- 2 Ask students to read each sentence then complete the puzzle of each one.
- 3 Have students work individually and then share their answers with their partners.
- 4 Check answers as a class.

Answers.

1 elephant 2 giraffe 3 panda 4 penguin 5 lion
Mystery word: hippo



- Give students a sheet of paper and ask them to make a poster with three animals of their choice and their natural habitats. Place the poster on classroom display.

Closing

- Write the different habitats (lake, sea, grasslands, bamboo forest) on the board. Ask students to sort the animal flash cards and match each animal to the correct habitat.
- Ask students what they enjoyed about today's lesson.
- Say *In the next lesson, we will learn about fractions*.

SB pages 96-97

Objectives	To learn about fractions To use fractions to talk about zoo animals To make a bar chart using fractions To do a class survey on favorite animals
Vocabulary	fraction, half, fourth, third, eighth
CLIL	Math fractions
Materials:	Student's Book pages 96 and 97 Audio file Flash cards elephant, giraffe, hippo, lion, panda, penguin Paper

Opener

- Say *Hello (name)*. *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine, thanks*
- Have students ask each other *Hello*. *How are you?*
- Review Lesson 1 animals with the use of flash cards.

Presentation

- On the board write $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$. Ask students if they know what these are called. Explain that they are fractions. Write the word fractions on the board.
- Take out a sheet of paper. Fold it in half and open it. Draw a line down the crease. Point to one half of the paper and tell students *This is one half*.
- Then fold the paper in half again and then fold it again lengthwise. Draw lines down the creases.
- Point to one section and tell students *This is one fourth*. Open the paper so students can see that there are four equal sections.
- Then fold the paper in half again and then fold it again lengthwise. Draw lines down the creases.
- Point to one section and tell students *This is one eighth*. Open the paper so students can see that there are eight equal sections.
- Take another piece of paper, fold it into three equal sections. Point to one section and say *This is one third*. Point to two sections and say *These are two thirds*.

STUDENT'S BOOK

page 96

1 Read and listen. How many elephants, hippos, giraffes, and pandas are there?

- Refer students to the *Tip* Box. Read it aloud and explain if necessary.
- Ask students to look at the picture in Exercise 1. Ask them to count all the animals (16).
- Play the audio and encourage students to read the text as they listen.



1  **Read and listen.** How many elephants, hippos, giraffes, and pandas are there?

There are 16 animals at the zoo. Half ($\frac{1}{2}$) the animals are elephants. One-fourth ($\frac{1}{4}$) of the animals are giraffes and one-eighth ($\frac{1}{8}$) of the animals are pandas and hippos.



A fraction is a part of a whole. Look at the red part of the circle. It is half of the whole.

2  **Look and color the fractions**

- Color $\frac{1}{2}$ (a half) 
- Color $\frac{1}{3}$ (a third) 
- Color $\frac{1}{4}$ (a fourth) 
- Color $\frac{1}{5}$ (a fifth) 

- Ask students to count the different animals in the picture and write how many there are.
- Check answers as a class.
- Ask *How many elephants are there?* Encourage 8.
- On the board write $\frac{8}{16}$. Explain that 8 is how many elephants there are and 16 is how many animals there are all together.
- Ask students how many times 8 fits into 16. Tell students that this means that half the animals in the zoo are elephants.
- On the board write $\frac{1}{2}$, $\frac{1}{8}$, $\frac{1}{4}$. Refer students to the text. Ask the students to read it and say what animals the numbers on the board refer to. ($\frac{1}{2}$ elephants, $\frac{1}{4}$ giraffes, $\frac{1}{8}$ pandas, hippos.)

Tip

There are 16 animals at the zoo. Half the animals are elephants. One fourth of the animals are giraffes and one eighth of the animals are pandas and hippos.

Answers

giraffes 4 pandas 2 hippos 2 elephants 8

2 Look and color the fractions

- On the board draw a circle with 4 segments in it. Ask a student to come to the board and color in $\frac{1}{4}$ of the circle. The student should only color 1 of the 4 segments.

**3** Look and complete the text with the fractions

Fourth:

Third:

Half:

In my class there are 24 students. We all have a favorite zoo animal.

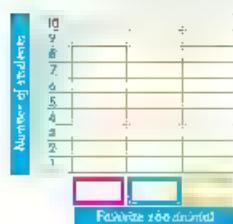
of the class like the lion best

of the class like the panda best

of the class like the hippo best

What about your classmates?

What are their favorite animals?

Our favorite zoo animal**4** Now make a bar chart about your friends and write the fractions**My class's favorite zoo animal**

1 of my class like best
2 of my class like best
3 of my class like best



- Draw another circle with 4 segments in it. Ask another student to come to the board and color in one fourth of the circle. The student should only color in 1 segment.
- Then place students in pairs and have them complete the activity.
- Check answers by drawing the circles with segments on the board and coloring the segments in.

Answers:

1 Color 1/2 (a half)



2 Color 1/3 (a third)



3 Color 1/4 (a fourth)



4 Color 1/5 (a fifth)

**Extra practice**

- Place students in pairs and tell them to work in their notebooks.
- Ask students to draw 4 circles with as many segments in each as they like.
- Then each student asks their partner to color in different fractional amounts of the circle e.g. $\frac{1}{3}$, $\frac{1}{4}$, etc.
- Students take turns as they play.

STUDENT'S BOOK

page 97

3 Look and complete the text with the fractions

- Explain to students that in this lesson they are going to do a class survey on favorite animals.
- Refer students to the chart. Ask them how many students are in the class the chart represents i.e. how many colored spaces there are in total (24).
- Ask how many students like the lion (12), the hippo (6) and the panda (8).
- On the board write $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$.
- Ask students how many times 8 goes into 24 (3). Explain that this is also $\frac{1}{3}$. Next to $\frac{1}{3}$ write $\frac{1}{3}$.
- Then ask students how many times 4 goes into 24 (6). Ask students what fraction they think this is ($\frac{1}{4}$). On the board write $\frac{1}{4}$, $\frac{1}{4}$.
- Ask students what fraction $\frac{1}{2}$ is ($\frac{1}{2}$). On the board write $\frac{1}{2}$.
- Have students work in pairs to read and complete the text.
- Check answers as a class.

Answers:

In my class, there are 24 students. We all have a favorite zoo animal.
Half of the class like the lion best. Fourth of the class like the panda best.
Third of the class like the hippo best.

4 Now make a bar chart about your friends and write the fractions

- Pace students in groups of 12 to complete the activity.
- Explain that they have to make a bar chart showing their favorite animals.
- Have students make a bar chart using their own ideas for animals and how many children like them. Then they work out the fractions their bar charts represent.
- As groups work monitor and assist as necessary.
- Have groups present their work to the class.

Students' own answers**Closing**

- Ask a group of 12 students to stand at the front of the class. Say *Half* and encourage half of the group (6 students) to step forward. Repeat with a third, two thirds, a fourth, three fourths. Then ask for 10 students to come to the front and repeat with different fractions.
- Say *In the next lesson, we will learn about recycling and the environment.*

SB pages 98-99

Objectives: To identify some practices to keep the environment clean
To learn about recycling

Vocabulary: *plant, reuse, recycle, pollute, plastic, glass, paper, sort, waste*

Language Issues: Responsible behavior Environmental responsibility

Materials: Student's Book pages 98 and 99
Pictures of a beach with trash and oil slick and a bird covered in oil, a stream or river with trash everywhere, heavy smog in a city

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Ask *How do you feel today?* and elicit responses
- Play the song from Lesson 1 and encourage students to sing along

Presentation

- Show the students the pictures with different forms of pollution. Ask them to say how they feel when they see them
- Ask students if we should do more to help protect the environment and animals. Have them explain why as best as possible

STUDENT'S BOOK

page 98

1 Circle the things for a happy Earth

- Refer students to the pictures in Exercise 1 and ask what they see. Accept all reasonable answers
- Hold the Student's Book in front of you. Point to each picture and say the word or phrase. Have students repeat after you.
- Explain that they have to circle the pictures that show things we should do to make the Earth happy.
- Have students complete the activity individually and check answers as a class.
- Ask students if they would be happy if the Earth is happy and why.
- Tell them to look at item 1. Ask why planting trees is important. (They give us oxygen, shade and make the Earth greener). Repeat for all items. With planting trees, going by car and polluting the river ask what consequences they have on the Earth.

1 Circle the things for a happy Earth

planting

recycling

waste sorting

polluting the river

protecting the Earth

riding a bike

going by car

Answers

Students circle planting recycling waste sorting
reusing, riding a bike



2 Recycle in the correct bin. Write the letters



soil, plant, reuse, recycle, pollute, plastic, glass, paper

- Ask students what kind of things they recycle.
- Have students work in pairs to complete the activity.
- Ask them to look at the plastic milk bottle. Ask why we should recycle plastic. (Because it's dangerous for animals and the environment. We can reuse the plastic containers again to stop plastic pollution.)
- Have students look at the crumpled paper. Ask what we can make from it if we recycle it (paper books, cardboard cartons). Ask students why we should recycle as much paper as we can. (To help save trees.)
- Ask them to think about how much more they can do to make Earth a happier place.

Students' own answers

Closing

- Tell students that in the next lesson they will learn how to help animals.

2 Recycle in the correct bin. Write the letters

- Ask students what kind of things they recycle.
- Have students work in pairs to complete the activity.
- Ask them to look at the plastic milk bottle. Ask why we should recycle plastic. (Because it's dangerous for animals and the environment. We can reuse the plastic containers again to stop plastic pollution.)
- Have students look at the crumpled paper. Ask what we can make from it if we recycle it (paper books, cardboard cartons). Ask students why we should recycle as much paper as we can. (To help save trees.)
- Ask them to think about how much more they can do to make Earth a happier place.

Answers

1 a f 2 d e 3 b c

3 Ask and answer about yourself

- Focus students' attention on the speech bubbles on page 99.
- Ask *What do you recycle?* Encourage answers from two or three students.
- Tell students to ask each other the questions in pairs or small groups.

SB pages 100-101

Objectives: To identify some practices and actions to help the environment and animals
To write about how to help the animals

Vocabulary: balcony, feed

Language: Put water and food on your balcony
Recycle glass
Plant flowers.
Don't throw plastic.
Clean animal habitat

Materials: Student's Book pages 100 and 101
Pictures of different forms of pollution

Opener

- Greet the students as they come into the classroom and encourage them to respond
- Ask students what they can remember about lesson 4. Ask them to name some things they can recycle

Presentation

- Show the students the pictures with different ways of helping animals. Ask them to say how they feel when they see animals being treated badly
- Ask students if we should do more to protect the animals. Encourage them to say how we could do this

STUDENT'S BOOK

page 100

1 Match to complete the sentences on how to help animals

- Ask students to look at picture a. Ask them how plastic in the sea can be dangerous for animals. (It makes the water dirty and animals can die. / Animals can eat the plastic and die.)
- Place students in pairs and have them match to complete the activity. Check answers as a class.
- Go through items 3, 4 and 5 and ask students how doing each of these things helps animals.
- Ask them which of these things they will do as soon as they can to help animals.

1 e 2 a 3 d 4 b 5 c

Reading: How can I help animals?

1 Match to complete the sentences on how to help animals

1 Plant

2 Don't throw

3 Put

4 Clean

5 Grow



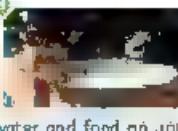
plastic in the sea



animal habitats with your friends



trees to feed giraffes



water and food on your balcony for the birds



flowers to help bees



Lesson 5 **Unit 5**

2 How can you help the animals in Egypt?
Write and draw three things you can do

Three empty boxes for writing and drawing.

3 Ask and answer

Language box:
Put water and food on your balcony, recycle glass, Plant flowers, Don't throw plastic, Clean animal habitats.

balcony

Illustration of a boy and a girl. The boy says: "What do you do to help animals in Egypt?" The girl says: "I don't throw plastic in the sea."

STUDENT'S BOOK **page 101**

2 How can you help the animals in Egypt? Write and draw three things you can do

- 1 Tell students to close their eyes and imagine they are birds. Ask them to imagine themselves in a park full of rubbish and no trees. How do they feel?
- 2 Then ask them to imagine themselves in a nice green park with lots of trees. Ask them again how they feel.
- 3 Ask students if they would like to have happy or unhappy animals on our planet and why.
- 4 Have students complete the activity individually. Check answers as a class.

Students' own answers

3 Ask and answer

- 1 Show the students the pictures of the boy and the girl and ask them to read the examples in speech bubbles.
- 2 Now ask a student to ask you the question. Give an appropriate answer for example: I put water and food on my balcony for the birds.
- 3 Refer students back to the Language box to guide them.
- 4 Students now ask and answer the question in pairs.
- 5 Go around and monitor. Check that they use the correct pronouns when they are talking about themselves.
- 6 Ask a few students to share their questions and answers with the class.

Extra practice

Have a class discussion on other things they could do to help the animals in Egypt

Closing

- Tell students that in the next lesson they will learn the phonics *ph* and *wh*.

SB pages 102-103

Objectives	<ul style="list-style-type: none"> To recognize the digraphs <i>ph</i> and <i>wh</i> in words To complete words with <i>ph</i> and <i>wh</i> To trace sentences with combinations <i>ph/wh</i> To identify the number of syllables in words they listen to To read a short text about an animal To draw and complete a text about an animal
Vocabulary	<i>photo, white, elephant, whale, where, when, white</i>
Materials	<ul style="list-style-type: none"> Student's Book pages 102 and 103 Audio files Phonics cards <i>ph, wh, photo, white, elephant, whale, where, when</i>, cards from previous units Optional paper for the <i>Extra practice</i> task

Opener

- Welcome the students and ask *How do you feel today?*
- Place all previous phonics flash cards on the board. Point to them and ask students to say the word.
- Explain to students that you will say a word and they have to say the phonics or letter combination it contains.
- Tell students that they must raise their hands to answer.
- Play for a few rounds.

Presentation – the phonics *ph* and *wh*

- Show a flash card of *photo*. Ask students to say the word. Write it on the board, underlining the *ph* digraph. Point to the phonics and say the sound. Ask students to repeat after you.
- Repeat the same process for *where*, *white*, *elephant* and *whale*.
- Then tell the students you are going to say a letter combination for them to say a word that has it. Say *ph*. Elicit *photo* and *elephant*. Accept any other acceptable words students may raise as well.

STUDENT'S BOOK

page 102

1 Listen and repeat

- Refer students to the pictures and ask what they see.
- Ask them to listen to the audio as they look and point to the pictures. Play the audio. Check students are pointing to the correct pictures.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that one student has to say a word for their partner to point to the picture in their Student's Book and repeat.
- As students work monitor for proper use of language and pronunciation.

Learn Sounds

With busy box p h w h

1 Listen and repeat

photo white

elephant whale

2 Look and write *ph* or *wh*

bee ele ant te

pen ale oto

3 Listen and count the syllables

photo white elephant whale

1 syllable 2 syllables 3 syllables

4 Listen and repeat

photo white elephant whale

2 Look and write *ph* or *wh*

- Give students a few minutes to complete the activity quietly.
- Check answers as a class. Write answers on the board for students to check against.

3 Listen and count the syllables

- Explain to students that they will now hear the words in Exercise 3 and have to repeat them as well. Tell students to also point to the words in their Student's Book.
- Play the audio with pauses for students to complete the activity.
- Say the word *when* and clap once. Then say *elephant* and clap three times to show the three syllables. Repeat and say *elephant*. Explain that these are syllables.
- Ask students to listen to the words again and to repeat the



Learn to write

With Busy Bee



4 Read and trace

- 1 Say & write *ph*
- 2 Trace *ph* and write
- 3 *ph*



5 Read about the lion

Then draw and write about another animal

The lion is big and brown.
It lives in the grasslands in Africa. It eats meat.



The lion is big and brown.
It lives in the grasslands in Africa. It eats meat.

words and clap with each syllable. They should write the words in the correct column of the table.

- 5 Play the audio passing after each word for students to clap, count and write.
- 6 Ask students to check their work in pairs.



where
when
elephant
whale
white
photo



1 syllable: where when whale white
2 syllables: photo
3 syllables: elephant

Extra practice

□ Give each student a sheet of paper. Ask them to fold it lengthwise in the middle once and then once again. They should have four even columns. Ask students to cut along the creases. On each long strip write a word from the lesson. Place students in pairs. They take turns to show each strip to their partner who has to say the word, point to and say the phonics sound.



STUDENT'S BOOK

page 103

4 Read and trace

- 1 Ask students to read and trace the sentences quietly.
- 2 Then ask a confident student to read the first sentence aloud. Repeat the sentence and have the rest of the class repeat after you.
- 3 Repeat the above step with sentences two and three.
- 4 On the board write the phonics. Point to *ph* and ask students to say the words from the sentences that contain the letter combination.
- 5 Write the words on the board. Repeat again for the phonics *wh*.

5 Read about the lion. Then draw and write about another animal

- 1 Choose a student to read the text. Encourage the other students to follow along in their Student's Book.
- 2 Ask students what color the lion is (brown) and what its habitat is (grasslands in Africa). Then ask what it eats (meat).
- 3 Tell students they will now write about another animal. Ask students what animals they would like to write about. Write the names on the board.
- 4 Then ask where these animals live and what they eat. Again write answers on the board.
- 5 Give students some time to complete the activity individually.
- 6 Monitor and assist students as necessary.
- 7 Have students share their work with their partners again and then with the class.

Students' own answers

Closing

- Have students stand up in their places. Tell them that they have to march in place as they hear words that contain the phonics *ph* and *wh*. If they hear a word that doesn't contain these letter combinations, they must stand still.
- Students who do not stand still at an incorrect word must sit down and lose a turn.
- Tell students that in the next lesson they will make a zoo animal puppet.
- Ask students to bring some felt and glue to the next lesson, if they can.

SB pages 104-105

Objectives:	To revise the language of the unit To work together in groups To make a zoo animal puppet To talk about an animal
Language:	<i>This is my hippo. He is gray and beautiful</i>
Materials:	Student's Book pages 104 and 105 Flash cards <i>elephant, giraffe, hippo, lion, panda, penguin</i> An animal template Felt Coloring pens A black marker pen Glue

Opener

- Greet the class
- Ask *How are you? How do you feel?* Elicit answers.
- Ask students to tell you what they have learned in this unit

Presentation

- 1 Place flash cards from Lesson 1 on the board. Review them by playing *Slow reveal* (Games Bank page 136)
- 2 Explain that students are going to make puppets of animals.

STUDENT'S BOOK

page 104

1 How to make your animal puppet

- 1 Give students a piece of felt each or ask them to take out the pieces they have brought from home
- 2 Ask students to think about what animal they want to make as a puppet
- 3 Have students trace the template on their felt pieces. Help where necessary
- 4 Tell students they can now cut out the pieces for their puppet
- 5 Assist where necessary
- 6 Give students some glue or have them take out their own glue
- 7 Show them how to stick the pieces together using one student's pieces
- 8 Tell students to draw the animal's eyes and anything else they would like to add
- 9 Ask students to give their puppets a name
- 10 Tell students to pretend that their animal can talk. Ask them to write a few sentences they might say e.g. *I'm an elephant. I'm big. I live in Africa.*

What you need:

an animal template felt colored pens a black marker pen glue

1 How to make your animal puppet

- 1 Trace the template on your felt.
- 2 Carefully cut out the pieces for your puppet.
- 3 Stick the pieces together.
- 4 Draw the eyes and other details with a pen.
- 5 Your puppet is now ready to play with. Play with your friends.

Ask fast finishers to help their classmates with their projects

Show and tell

2 Show and tell

Self-Assessment

Read and color the stars that describe your effort

 I can read a book on zoo animals with the help of my teacher.	 I can ask and answer about animals.	 I can talk about my favorite zoo animal, how it looks, and where it lives.
 I can finish sentences with words to make complete sentences.	 I can write sentences on a zoo animal.	 I can write a simple sentence on my favorite zoo animal.
 I can read words with the ph/v/s sounds.	 I can write words with ph/v/s sounds.	 I can write sentences with words that have ph/v/s sounds.
 I can read and understand simple stories.	 I can read and picture simple stories.	 I can discuss simple stories and apply them to things around me.
 I can identify positive and negative actions to protect the Earth.	 I can identify positive and negative actions to protect the Earth, and say the actions I like to do to protect the Earth.	 I can identify positive and negative actions to protect the Earth, and suggest other actions to protect the Earth.
 I can work with my group to make an animal puppet.	 I can work with my group to make an animal puppet and give ideas to make it better.	 I can work with my group to make an animal puppet and give ideas to make it better. I can complete sentences.

Teacher Assessment

the language as necessary and asking students to reflect on what they have learned

Teacher Assessment

- Fill in the teacher assessment section based on how well each student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction page VII for help.

Closing

- Tell students to go through the unit pages and say what they liked best about this unit.
- Place students in pairs. On a sheet of paper ask them to write and draw their favorite animals from the unit. Tell the students that they can use colored pencils or markers.
- Ask pairs to share their work with the class.
- Say *In the next unit we will talk about the circus*.

STUDENT'S BOOK

page 105

2 Show and tell

- Model the language of the unit and show one of the student's puppets and say for example *This is my hippo. It is gray and beautiful.*
- Place students in small groups and have them present their puppets. Monitor and help as necessary.
- Have students use their puppets to read the text they wrote in the last exercise to their partners. If there are any confident students who want to present to the class encourage them to do so.

Self Assessment

Read and color the stars that describe your effort

- Ask students how they feel about this unit. Tell students that they should be honest and express their feelings.
- Have students look at the exercise. Explain that they have to choose the correct section and color the stars which show what they can do.
- Read the first section with the class. Ask students to complete the stars.
- Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- Continue in the same way with the other sections reviewing

PLAY TIME

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

1 Join the dots. Then color and write

- Place flash cards from Lesson 1 on the board and revise the words. Point to each card and ask students to say what the word is. As they say the word, ask them to mime it as well.
- Explain the activity and tell students they have to join the dots as best they can. Give students some time to complete the activity.
- Ask students to color the penguin and write the word to complete the sentence.
- Check answer as a class.

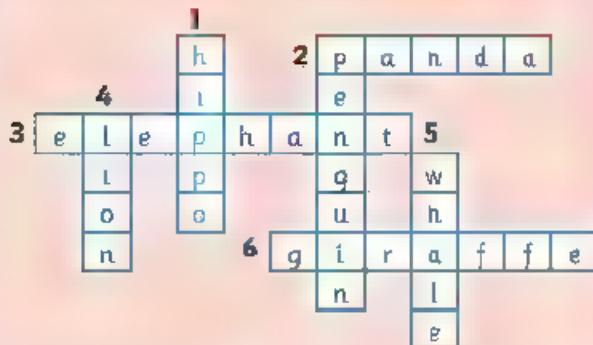
Answers

penguin

2 Complete the crossword with the animals

- Ask students to look at the clues and say what animals they see.
- Have students complete the activity in pairs.
- Check answers as a class.

Answers



Extra practice

- Place students in small groups and have them play a mime game. One student mimes an animal for their class members to guess what it is.

Play Time



- Join the dots. Then color and write

What is the animal?
It's a



- Complete the crossword with the animals

Down:





3 Complete the table with the animals in the box

chicken cow duck elephant giraffe goat
hippo horse lion panda penguin sheep



4 Look at the animals in Exercise 3. Read and complete

third grass ~~Half~~ twelfth

The animals live in different places. Half of the animals live on a farm. One third of the animals eat bamboo. One third eat grass. One twelfth are black and white.



- If necessary remind students how fractions are formed. Refer to Lesson 3 notes for ideas.
- Do the first item with the class showing them how you got the answer (add up all the animals and then work out the fraction adding up the farm animals only.)
- Ask students to complete the activity in pairs. Assist and monitor as necessary.
- Check answers as a class.

Answers:

The animals live in different places. Half of the animals live on a farm.
One twelfth of the animals eat bamboo. One fourth eat grass.
One third are black and white.

Extra practice

Students draw a picture of a farm with animals and write a few sentences about it.



- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

3 Complete the table with the animals in the box

- Ask students to say as many farm animals as they can. Write them on the board.
- Repeat for zoo animals.
- Have students complete the activity in pairs. Check answers as a class.

Answers:

Farm: chicken cow duck goat horse sheep
Zoo: elephant giraffe hippo lion panda penguin

4 Look at the animals in Exercise 3. Read and complete

- Ask students what fractions they can remember. Write them on the board.



Let's go to the circus!

SB pages 108-111

Objectives: To learn about people who work in a circus
To describe people working in a circus
To ask and answer about people's descriptions
To write a simple description of a friend

Vocabulary: acrobat, clown, dog trainer, juggler, ringmaster, trapeze artist, circus, tent, fat, thin, beautiful, old, young

Language: What does the dog trainer look like?
She is

Materials: Student's Book pages 108-111
Audio files
Flash cards acrobat, clown, dog trainer, juggler, ringmaster, trapeze artist, fat, thin, beautiful, old, young

Opener

- Greet the class
- Ask, *How are you feeling?* Encourage students to give varied answers
- Look at the picture on page 108. Ask students if they know what it is. Write the word *circus* on the board
- Ask students if they have ever been to a circus and if so, what they enjoyed about it

Presentation

- Take out the flash cards and show them one by one to the students. Ask students if they know any of the words.
- Then raise each flash card one by one and say each word. Ask students to repeat after you. Repeat once more.

STUDENT'S BOOK

page 108

1 Look, listen, and read

- Ask students to open their books, look at the picture and say how they think the children feel.
- Then ask what they can see in the picture. Accept any reasonable answers.
- Raise the Student's Book and point to the text. Explain that you will play the audio. Ask students to read along as they listen.
- Play the audio for students, pausing as necessary.
- Play the audio again, pausing after each sentence for students to repeat.
- Divide the class into 4 groups and allocate each group a part from the text: e.g. Hany, Hana, Grandpa and the narrator.
- Explain that you will play the audio and students have to repeat their parts. Play the audio with pauses for students to complete the activity.
- Place the students in pairs and have them role play the dialog.

1 Look, listen, and read — Hany and Hana are at the circus. Grandpa forgot his glasses.

1 We're at the circus, in the tent.

2 What can you see?

3 There's a clown, a ringmaster and an acrobat.

4 What does the clown look like?

He's tall and thin.

5 What does the ringmaster look like?

He's short and fat.

2 Why can't Grandpa see the clown?

- Ask groups to come to the front of the class and role-play the dialog.

Narrator Hany and Hana are at the circus. Grandpa forgot his glasses.

Hana We're at the circus, in the tent.

Grandpa What can you see?

Hana There's a clown, a ringmaster and an acrobat.

Grandpa What does the clown look like?

Hany He's tall and thin.

Grandpa What does the ringmaster look like?

Hany He's short and fat.

2 Why can't Grandpa see the clown?

- Ask students to read the text again in pairs, especially the part on the top right. Get students to look at Grandpa at the picture. Ask them if they think Grandpa is happy or not. Elicit answers.
- Ask students why Grandpa can't see.
- Then ask how the children help him see who is in the circus ring. Elicit that the children describe the people for Grandpa.

Answers

Grandpa can't see because he forgot his glasses.

Listening and speaking

Lesson 6 Unit 1



3 Listen, point, and say

What does he look like?



clown



dog trainer



trapeze artist



juggler



ringmaster



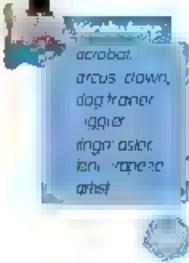
acrobat



4 Look at the people in Exercise 3 again. Read and complete

acrobat trapeze artist fat **short** tall and thin

- 1 The clown is **short** and
- 2 The dog trainer is young and
- 3 The **is** wearing blue
- 4 The **is** tall and thin
- 5 The ringmaster is short and
- 6 The juggler is old **thin**



4 Look at the people in Exercise 3 again. Read and complete

- 1 Have students look at the words in the word box and ask if they remember them
- 2 Explain to students that they have to complete the sentences with the words from the box
- 3 Read the first sentence and complete it together as a class
- 4 Place students in pairs and have them complete the activity
- 5 Check answers as a class. Accept all reasonable answers

Answers:

1 short, fat	2 tall	3 acrobat
4 trapeze artist	5 thin	6 and

Extra practice

- Tell students you are going to describe someone in the picture and they have to say who it is. Say *He's short* Encourage *The ring master* Say *He's tall* Encourage *The clown* Continue with *thin* and *fat*
- If possible also describe Hany and Hana (She has glasses He has black hair etc)

STUDENT'S BOOK

page 109

3 Listen, point, and say

- 1 Use flash cards to revise the vocabulary for people in the circus
- 2 Play the audio and ask students to listen and point
- 3 Play the audio again and ask students to repeat the words they hear
- 4 Place students in pairs. Explain that one student has to say a number for the other student to say the word e.g. Student 1 *Two* Student 2 *Dog trainer*
- 5 Make sure students work in turns. Monitor for correct use of language as students work

Answers

1 clown	4 juggler
2 dog trainer	5 ringmaster
3 trapeze artist	6 acrobat



5 Complete the table with the opposites. Then say

- 1 Have students look at the words in the word box and ask if they remember them
- 2 Explain that there are three sets of words that are opposites. Read the first word (*fat*) and elicit the opposite (*thin*). Show them where to place this in the table
- 3 Students can complete the task in pairs
- 4 Check answers as a class

Answers

fat	thin
tall	short
young	old

Extra practice

- Play a game. You are going to say a word and students can say the opposite
- Say *fat* and elicit the opposite (*thin*). Do the same with other words they know such as *big* (*small*), *hot* (*cold*), *happy* (*sad*), etc

6 Look at the people in Exercise 3 again and say

- 1 Ask students to read the speech bubbles
- 2 Then ask *What does the ringmaster look like?* Elicit *He is short and thin.*
- 3 Repeat for the *juggler* and *acrobat*
- 4 Place students in pairs and have them complete the activity
- 5 Bring volunteer pairs to the front of the class to role play

Students' own answers**7 Write about your friend**

- 1 Ask students to think about their friends. Ask *What do they look like? Are they old or young? Are they tall or short?*
- 2 Explain that they should write one or two sentences about what their friend looks like. Encourage them to be sensitive and think about how to describe each other kindly. For example, it might be hurtful to describe someone as fat or short if they are worried about these things.

Students' own answers**Speaking and writing****Speaking**

5 Complete the table with the opposites. Then say



fat old short

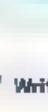
tall

thin

young



6 Look at the people in Exercise 3 again and say

What does the dog
trader look like?SHE is young
and tall

7 Write about your friend

My friend is _____

He/She is _____



What does the dog trader look like?

Arts

Lesson 6 Unit 3

What is your favorite circus person?

8 Look and say

1 acrobat 2 clown 3 dog trainer 4 juggler 5 ringmaster 6 trapeze artist

9 Read and match

1 The clown 2 The dog trainer 3 The trapeze artist 4 The acrobat 5 The ringmaster 6 The juggler

is very funny. can jump and move his body. loves animals. talks to everyone at the circus to say what is happening. can throw rings and balls. can fly above us.

10 Tell your partner Who is your favorite circus person? Why?

I love the clown because he's really funny.

11 Write about yourself

I love the

STUDENT'S BOOK

page 111

8 Look and say

- Ask students to look at the pictures in Exercise 8 and say what type of performers they can see.
- Now say what type of performer each one is and ask students to repeat after you.

Answers

1 trapeze artist	2 dog trainer	3 juggler
4 ringmaster	5 acrobat	6 clown

9 Read and match

- Ask students to quietly read the sentences and answer any questions they might have.
- Have students complete the activity individually and then check answers as a class. Ask students to say each sentence aloud.

Answers

1A 2C 3F 4B 5D 6E

Extra practice

Place students in pairs. Explain that one student will say the name of a performer for their partner to say what they are like or can do e.g. Student 1 *The acrobat* Student 2 *can jump and move his body*

10 Tell your partner Who is your favorite circus person? Why?

- First, model the activity for the class by describing your favorite circus person e.g. *I love the dog trainer because I like animals*
- Place students in pairs and have them complete the activity. Monitor for proper use of language.
- Ask different students to say who their favorite circus person is and why to the class.

Students' own answers

11 Write about yourself

- Ask students to write about their favorite circus person.
- Give students some time to write one or two sentences. Then ask them to read the sentences to their partner.
- Invite students to read their work to the class.

Students' own answers

Closing

- Tell the students you are going to say a person from Exercise 3 and they have to say an adjective that describes them.
- Say *acrobat*. E.g. *tall, thin, beautiful*.
- Continue with two more items and then place students in pairs to continue the activity.
- Tell students that in the next lesson they will learn about different shapes.





Lesson 6

SB pages 112-113

Objectives	To recognize facts about shapes and angles To trace different shapes To learn how to say colors in sign language To find different shapes in the classroom
Vocabulary	quadrilaterals, square, rectangle, rhombus, angle, side, corner
CLIL Materials	Math Quadrilaterals Student's Book pages 112 and 113 Audio file Flash cards rhombus, rectangle, square, corners Colored pens or pencils

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Revise description words using the flash cards

Presentation

- Tell students that today they will learn about shapes. Ask them to name any shapes they might know. As they do draw them on the board
- On the board draw a square, a rectangle and a rhombus. Ask students if they know what they are
- Point and say the words and ask students to repeat after you
- Write the names of the shapes under their corresponding drawings

STUDENT'S BOOK

page 112

1 Listen and read

- Refer students to the first *Tip!* box. Explain that all shapes with 4 sides are called quadrilaterals
- Read the second *Tip!* box. Draw a 90 degree angle on the board
- Ask students to close their Student's Book and look at its cover. Have them trace the four angles it has with their fingers. Model this with your Student's Book raised in the air. Explain that these angles are right angles
- Ask students to open their books. Play the audio for students to follow along. Then give students time to read the text quietly and ask you to explain any unknown words
- Ask students to look at the square and rectangle. Ask them what these two shapes have in common. (They have 4 sides and 4 corners. They both have right angles)
- Then ask students how they are different. (The rectangle has two long sides but the square has 4 equal sides)
- Ask students to compare the rhombus with the square and rectangle. Ask them to explain as best they can how it is different. (It has different angles)

Maths
Quadrilaterals

1 Listen and read

Here are 3 shapes:

A **square** has 4 sides. All the sides are equal. It has 4 right angles, and 4 corners.

A **rectangle** has 2 long sides and 2 short sides. It has 4 right angles and 4 corners.

A **rhombus** has 4 equal sides. It has 4 angles but they are sometimes different. It has 4 corners.

2 Find and trace 6 squares, 2 rectangles, and 2 rhombuses in the circus

TIP!
A quadrilateral is a shape with four sides.

TIP!
An angle is when two lines meet.

TIP!
A right angle is 90 degrees.

A square has 4 sides. All the sides are equal. It has 4 right angles, and 4 corners.
A rectangle has 2 long sides and 2 short sides. It has 4 right angles and 4 corners.
A rhombus has 4 equal sides. It has 4 angles but they are sometimes different. It has 4 corners.

2 Find and trace 6 squares, 2 rectangles and 2 rhombuses in the circus

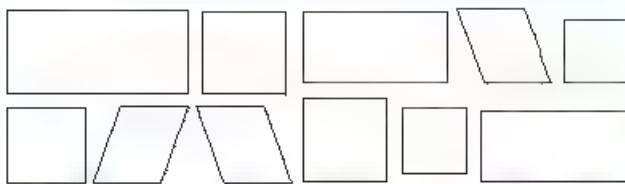
- Explain to students that they have to find the shapes from Exercise 1 in the picture and then trace them
- Tell students they can also color the shapes if they like
- As students work, monitor that they are tracing the correct shapes

Answers





3 Look and color the squares blue, the rectangles red, and the rhombuses yellow



4 Look and see how we say **blue**, **red**, and **yellow** in American sign language (ASL). Say the colors in ASL with your friends



5 Work with a partner. Find quadrilaterals in your classroom then ask and answer about them



Extra practice

- Give students a sheet of paper each. Tell them that they have to draw a building that is very original and unique.
- On the board draw a skyscraper that is made up of a rectangle at the base, a rhombus in the middle and a square at the top. Add different shaped windows.
- When students have completed their buildings, have them color them in and share their work with the partners and the class. They have to say what shapes they have used in their drawing.

STUDENT'S BOOK

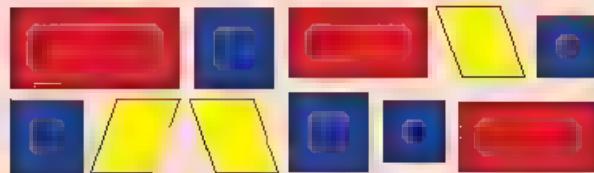
page 113

3 Look and color the squares blue, the rectangles red, and the rhombuses yellow

- 1 On the board draw a square and ask students what shape it is. Then ask them to say how many sides and angles it has. Ask if all the sides are equal and what type of angles it has.
- 2 Repeat for the rectangle and rhombus.
- 3 Tell students they have to color the shapes blue, red or yellow.
- 4 Read the rubric aloud. To avoid mistakes which will make the page look messy on the board draw a square. Ask students what color they have to color it (blue). Either color the square blue or write the word blue in it.
- 5 Repeat for the other two shapes.
- 6 Ask students to complete the activity.
- 7 As students work monitor that they are coloring in the shapes correctly.

- 8 Encourage students to compare their work with their partners.

Answers.



4 Look and see how we say **blue**, **red**, and **yellow** in American sign language (ASL). Say the colors in ASL with your friends

- 1 Ask students what words in ASL they remember from previous lessons. Have them sign them and say them.
- 2 Then have students sign the colors after looking at them closely. Model as necessary. There are excellent ASL dictionaries with videos available online. If possible show these videos to your students.
- 3 Place students in pairs and have them sign a color for their partners to guess. Make sure students swap roles.
- 4 Invite confident students to come to the front of the class and sign the colors for their class members to guess.

5 Work with a partner. Find quadrilaterals in your classroom then ask and answer

- 1 Ask students to look around the classroom and say what shapes they see.
- 2 Model the activity with a confident student using the text as a basis.
- 3 Place students in pairs and have them complete the activity. As students work monitor for correct use of language and pronunciation.
- 4 Invite pairs to role play in front of the class asking and answering each other.

Students' own answers



Activity

- Give students a sheet of paper and ask them to make a poster of different things they have at home that contain quadrilaterals.
- Place the poster on classroom display.

Closing

- Play *Circle it 1* (Games Bank page 134) to practice all known shapes.
- Ask students what they enjoyed about today's lesson.
- Say *In the next lesson, we will learn about performing art and find information on a graph*.





Lesson 6

SB pages 114-115

Objectives: To complete a tally chart
To complete a bar chart

Vocabulary: *tally chart, bar chart*

Math: Finding information on a bar chart

Materials: Student's Book pages 114 and 115

Opener

- Greet the class
- Draw a square, rectangle, rhombus and quadrilateral on the board. Say rectangle and ask students to point to the correct shape. Do the same with the other shapes.
- Now ask students to name things in the classroom that are different shapes.

Presentation

- 1 Explain to students that in this lesson they are going to complete a tally chart and draw a bar chart about circus people.
- 2 Explain that with tally marks, we use 4 strokes for the numbers 1 to 4. The number 5 is presented by a diagonal line running through the four strokes. Show them an example on the board. <
- 3 On the board write and ask a student what number this is (3). Then write Again ask what number this is (5 + 2 = 7). Continue with a few more examples.

STUDENT'S BOOK

page 114

1 Read and complete the tally chart for Reem's circus

- 1 Explain to students that in this lesson they are going to complete a tally chart and draw a bar chart about circus people.
- 2 Ask students to look at the tally chart. Explain that with tally marks we use 4 strokes for the numbers 1 to 4. The number 5 is represented by a diagonal line running through the four strokes. Then we use strokes again and for every multiple of 5, we add a diagonal line.
- 3 On the board write and ask students what number it is (3). Then write Again ask what number it is (7). Continue with a few more examples.
- 4 Place students in pairs. Explain they have to read the text and then use tally marks to complete the chart. Monitor and assist as students work.
- 5 Check answers as a class once students have completed the activity.

Answers

clowns , acrobats , dog trainers , trapeze artists , jugglers , ringmasters

Maths
Vocabulary: Information and a graph

1 Read and complete the tally chart for Reem's circus

Hi! My name is Reem. I'm at the circus. There are some people at the circus. There's one ringmaster, there are 5 acrobats, there are 7 dog trainers, there are 6 clowns, there are 8 trapeze artists and 4 jugglers.




Tally chart

Job	Tally	Count
clowns		1
acrobats		5
dog trainers		2
trapeze artists		3
jugglers		4
ringmasters		1

Tip!
When we make the plural form of two-word nouns, we only add an -s to the second word.
dog trainers: dog trainers dog trainings
trapeze artists: trapeze artists trapeze artistings

2 Complete the bar chart for Reem's circus

Tip
Bar charts usually show numbers up the side



10
9
8
7
6
5
4
3
2
1

clown acrobat dog violinist capoeira artist juggler ringmaster

3 Look and say

How many clowns are there?
There are 6 clowns.

3 Look and say

- 1 Invite a pair of volunteers to read the speech bubbles aloud
- 2 Then model the activity using different performers from the bar charts with different students
- 3 Place students in pairs and have them complete the activity. Make sure students swap roles asking and answering
- 4 Invite pairs to role play the activity in front of the class

Closing

- Ask students what they found interesting about today's lesson
- Explain that in the next lesson they will be looking at words with the *ow* sound in *mouth* and *flower*

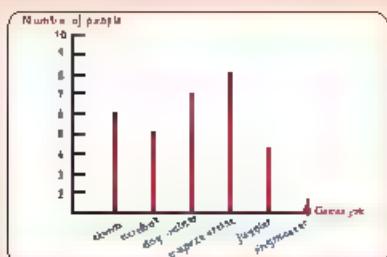
STUDENT'S BOOK

page 115

2 Complete the bar chart for Reem's circus

- 1 Ask students to look at the chart. Explain that they have to complete it in bars using the information they have from Exercise 1
- 2 Draw the bar chart on the board and complete the first two items as a class
- 3 Place students in pairs and have them complete the activity. Monitor and assist as students work
- 4 Then check answers as a class

Answers





Lesson 6

SB pages 116-117

Objectives:

- To recognize the letter combinations *ou* and *ow* in words
- To complete words with the letter combinations *ou* and *ow*
- To complete sentences with words that have the letter combinations *ou* and *ow*
- To write sentences on a circus person

Vocabulary:

cloud, mouse, mouth, pound, clown, cow, flower

Materials:

Student's Book pages 116 and 117
Audio files
Phonics cards: *ou, ow, cloud, mouse, mouth, pound, clown, cow, flower*
Paper

STUDENT'S BOOK page 116

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- On the board write different words from previous phonics lessons on the board
- Then ask students to look at the words on the board. Point to one and ask students to say what sounds or letter combination it has
- Repeat for all words on the board

Presentation – the phonics *ou* and *ow*

- Show a flash card of the word *cloud*. Ask students to say the word. Write it on the board and underline *ow*. Say the sound and have students repeat after you.
- Then show a flash card with the word *clown*. Ask students to say the word. Write it on the board and underline *ow*. Say the sound and have students repeat after you.
- Repeat for all the phonic words.
- Then ask students if they know any other words with these letter combinations. Have them say the words. Accept all reasonable answers. Write them on the board. Possible words: *sound, ground, count, crowd, now, towel*

1 Listen and read. Then say

- Refer students to the pictures and ask what they see.
- Ask them to listen to the audio as they look and point to the pictures in their books. Play the audio.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that one student has to point to a word for their partner to say.
- Monitor for proper pronunciation and correct where necessary.

Learn Sounds with Busy Bee! *ou* *ow*

1 Listen and read. Then say

cloud **mouse** **mouth** **pound**

clown **cow** **flower**

2 Look and complete the words

1 **cl** **ou**n
2 **p** **ou**nd
3 **m** **ou**se
4 **m** **ou**th

5 **cl** **ou**n
6 **fl** **ow**er
7 **co**w

3 Look and say

cloud **pound** **mouse** **mouth** **cow** **flower**

Alphabet

cloud *mouse* *mouth* *pound*
clown *cow* *flower*

2 Look and complete the words

- Give students a few minutes to complete the activity individually.
- Then check answers as a class. Write the words on the board for students to check against.

ANSWER KEY

1 **cl** **ou**n
2 **p** **ou**nd
3 **m** **ou**se
4 **m** **ou**th

5 **cl** **ou**n
6 **fl** **ow**er
7 **co**w

3 Look and say

- Tell students to look at the completed words from Exercise 2 and they have to say them.
- Explain you will say a number for students to say the word and sound. Say number 5. Encourage *cloud* and the *ou* sound. Continue with a few more words.
- Place students in pairs and have them continue the activity. Monitor for proper use of language and pronunciation.

6
Lesson 47
Unit 6


4 Look, trace, and complete


5 Listen and check


6 Look at the picture and read


7 Write sentences. Use the words in the box if you want



1 cow mouth



2 mouse cloud

The clown is young and fat. He is at the circus. He is very funny.



dog trainer tall young circus



Extra practice

- Give each student a sheet of paper
- Ask them to write out 4 words from the lesson with their sounds missing
- Tell students to swap papers and have them complete the words with the correct sound
- Students can check in their Student's Book for the answers

STUDENT'S BOOK

page 117

4 Look, trace, and complete

- 1 Ask students to say the new phonic letter combinations. Write them on the board. Ask them to say as many words as they can with the letter combinations.
- 2 Ask students to look at the activity and say what they see in each picture.
- 3 Have students trace the sentences as best they can and to fill in the missing words. Walk around and praise neat handwriting.
- 4 Then repeat each sentence and have the rest of the class repeat after you. Ask a confident student to read the first sentence aloud.
- 5 Repeat the above step with the second sentence.
- 6 Have students read the sentences to their partners.

Answers.

1 cow mouth 2 mouse cloud

5 Listen and check

- 1 Play the audio for students to check their answers.
- 2 Praise good effort.

1 The cow has a flower in its mouth
2 The mouse is under a cloud

6 Look at the picture and read

- 1 Refer students to the text. Ask them to read the text quietly and circle the words with the new phonic sounds.
- 2 Read each sentence aloud and have students repeat after you.
- 3 Then ask students to read the sentences quietly to themselves. When they are ready they can read the sentences to their partners.

7 Write sentences. Use the words in the box if you want

- 1 Tell students they have to make sentences about the woman in the picture. Explain that they can use the words in the box.
- 2 Model a few sentences on the board as an example for students e.g. *She's tall and beautiful. She's a dog trainer.*
- 3 Have students complete the activity individually. Monitor and assist as necessary.
- 4 Ask students to read their sentences to their partners.
- 5 Invite students to read their sentences to the class.

Students' own answers

Closing

- Explain to students that you will mouth a word for them to guess what it is. Mouth the word *clown* three times and elicit the answer. Repeat for a few more words with the new letter combinations. Then place students in pairs and have them play.
- Tell students that in the next lesson they will learn about a scientific method. Ask students to bring in a plastic cup, a small bottle of water and a pound coin.



Lesson 6

LESSON

SB pages 118-119

Objectives	To talk and learn about a science experiment To order steps in a process To write about a scientific experiment
Vocabulary	coin, experiment, drop, guess, check
CLIL	Science The scientific method
Values	Appreciation of science
Materials	Student's Book pages 118 and 119 Optional: pictures of scientists at work pound coins plastic glass bottles of water paper napkins or towels

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*
- Say *Hello (name), How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students say to each other and ask *Hello How are you?*
- Play *Circle it* (1) (Games Bank page 134), to revise known letter combinations and sounds including those in Lesson 4

Presentation

- Show students pictures of scientists at work. Elicit that they are scientists.
- Have a short class discussion about what scientists do and where they work.
- Ask students what is important for scientists. Accept all reasonable answers. Elicit that they must be organized, tidy and clean. This helps them to get good results.

STUDENT'S BOOK

page 118

1 Read and think

- Read the text aloud.
- Ask students to think how they can put drops of water on the coin and count them.

2 Listen and Read

- Ask students to listen to the audio as they look and point to the steps in exercise 2.
- Tell them you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Put students in pairs and tell them that one student has to point to the word in bold for their partner to say.
- Monitor for proper pronunciation and correct where necessary.


1 Read and think
How many drops of water can you put on a pound coin?


2 Listen and read


Put a pound coin on your desk.
Guess how many drops of water the coin holds.


Write the number


Dry the coin with a cloth.
Do the experiment again.


When there is water on all the coin, stop. Write the number of drops.


Check your answers with a partner.

Put a pound coin on your desk. Guess how many drops of water the coin holds.

Put drops of water on the coin. Count the drops.

Write the number

Dry the coin with a cloth. Do the experiment again.

When there is water on all the coin, stop. Write the number of drops.

Check your answers with a partner.

Lesson 6

3 It's your turn Work with a partner. Look and complete

water drop

4 Try and write

5 What happens if the two numbers are different?

Guess

Check

number of drops

number of drops

Answers

Vocabulary: drop, water, coin, cloth, guess, check

STUDENT'S BOOK

page 119

3 It's your turn. Work with a partner. Look and complete

- 1 Explain to students that they are going to do an experiment which will help them count drops of water on a pound coin.
- 2 Ask what the second picture shows (a glass of water). Ask students to write water under the picture.
- 3 Place students in pairs and have them complete the activity.

Answers

1 water drops 2 water 3 a coin 4 cloth

4 Try and write

- 1 Tell students that they will now follow the steps in Exercise 1 and do the experiment.
- 2 Ask them first to guess the number of drops they think will fit on the coin. Tell them to write the number under the guess box.
- 3 Tell students to take out a pound coin and some water.
- 4 Place students in pairs and have them complete the activity. Monitor and assist as necessary.
- 5 Remind students that they have to do the experiment twice, maybe even three times to confirm their answer. Ask them to write their results under the check box.

- 6 When students have completed the activity explain that scientists always repeat an experiment to make sure that their answers are correct.

Students' own answers

5 What happens if the two numbers are different?

- 1 Ask students if they have different numbers in the guess and check boxes.
- 2 Ask students to read the question.
- 3 Explain that it is no problem if the numbers are different. It shows that the students have learned something which they didn't know before.

Answers

If the numbers are different, there is no problem. That shows that they have learned something new that they did not know before.

Closing

- Ask students what they found interesting about today's lesson.
- Explain that in the next lesson they will be doing an experiment involving measuring things in the classroom.



Lesson 6

LESSON

SB pages 120-121

Objectives	To make predictions and learn about a science experiment about measurements To write about a science experiment
CLIL Values:	Science: <i>The scientific method</i>
Materials	Appreciation of science Student's Book pages 120 and 121 pictures of scientists at work a ruler, compass, pencils or paper for the experiment

Opener

- Greet the class
- Ask students to tell you what they did in the last lesson. Do they remember how many drops of water a coin holds?

Presentation

- Have a short class discussion about what scientists do and where they work
- Explain that in today's lesson they are going to be scientists and try a measuring experiment. Briefly revise abbreviations for measurements. Write on the board m, cm and mm
- Ask students to say what these letters represent (*metres, centimetres and millimetres*)

STUDENT'S BOOK

page 120

1 Read and think

- Have students read the question and choose a classroom object they want to measure. How big do they think it is?
- Ask students what they will use to measure it and why

2 Decide what you need. Look, draw, and write

- Tell students to draw what they will use to measure the length of classroom objects
- Explain they could use rulers, compasses or anything else to count. They can also include their pencils and paper in this list. They don't have to use all the boxes
- Have them draw and label the items in their Student's Book

Students' own answers

Science: *The scientific method*

Lesson 6

1 Read and think

Choose an object in the classroom. How big is it? Can you guess?

Measuring length

2 Decide what you need. Look, draw, and write

Four empty boxes for drawing and labeling classroom objects.



STUDENT'S BOOK

page 121

3 Look, guess, and write

- 1 Place students in small groups. Ask students to complete the table with five classroom objects they can measure. Accept items such as *rubbers, chairs, desks, pens, pencils, etc.*
- 2 Explain that in the second column they have to guess the measurement of the item as best they can.
- 3 Once they have completed the second column, students then measure the items they have noted with the equipment they have noted in Exercise 2.
- 4 As groups or pairs work, monitor and assist as necessary.

Students' own answers

4 Write about your experiment

- 1 Ask a group to say one thing they measured and what its measurements are. Ask them what they guessed. Reassure them that it's fine if their guess is not the same as their measurement – this is the point of experimenting.
- 2 Read the example in the speech bubble with the class.
- 3 Tell students to make their own sentences with the information they have in Exercise 3. Ask students to write their sentences.
- 4 Have groups share their findings with the class.

Students' own answers

Extra practice

Tell students to think of something they would like to measure at home. Have them conduct the experiment at home and then present their findings in the next lesson in class.

Closing

- Ask students if they think they would like to be scientists. Ask them to explain why or why not.
- Tell students that in the next lesson they will do a project on shapes.





Lesson 6

LESSON

SB pages 122-123

Objectives:

- To revise the language of the unit
- To work together in groups
- To make a shapes picture
- To talk about a shapes picture

Language:
This is my picture. My robot has a square body and rectangle arms.

Materials:

- Student's Book pages 122 and 123
- Pictures of things made using shapes e.g. a house with prominent squares, triangles etc
- a big piece of white or black paper
- colored paper
- scissors
- glue
- a black pen

Opener

- Ask, *How are you? How do you feel?* Elicit answers
- Play *Show reveal* (Games Bank page 130) with flash cards from this unit

Presentation

- Revise shapes by asking students to name them. As students name the shapes draw them on the board
- Next show students the pictures made from different shapes. Ask what shapes they see
- Explain that they will make a picture using shapes

STUDENT'S BOOK

page 122

1 How to make your shapes picture

- Put students into small groups. Give each group of students a piece of black or white paper
- Ask them to decide what they want to create a picture of. Encourage them to draw a picture on the paper lightly. Tell them to keep it simple and to make it as big as possible
- Tell students they can now cut out different shapes from the colored paper
- Tell them to draw the shapes first and then to cut them out
- Assist where necessary
- Tell students to place the shapes on their picture. Tell them they might need to make the shapes bigger or smaller
- Tell students to stick their shapes on the paper carefully
- Ask students to write the names of the shapes their picture has under or next to the picture

Project: Shapes Picture

Lesson 7 Day 1

Materials:

- a big piece of white or black paper
- colored paper
- scissors
- glue
- a black pen

1 How to make your shapes picture

- 1 Plan your picture on your black or white paper
- 2 Cut shapes from the colored paper
- 3 Make your picture
- 4 Stick the shapes on the paper

Show and tell



2 Show and tell



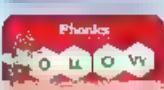
Self-Assessment



This is my picture. My robot has a square body and rectangle arms.



Read and color the stars that describe your effort

	can read about shapes in the circles	can describe people in the circles	can draw objects by shapes
	can finish sentences with words in make out-of-shape sentences	can write simple sentences about shapes	can describe writing the favorite words in the shapes
	can read words with double sounds	can name words with double sounds	can write sentences with words that have double sounds
	can identify simple quadrilaterals	I can say the differences between some quadrilaterals	can tell why some quadrilaterals are different with the same shape quadrilaterals have the same information in a bit easier
	can do the simple experiments in the shapes	I can guess the result of an experiment and check the result again	can guess the result of an experiment check the result again and discuss it
	I work with my group to make a shapes picture	work with the group to make a picture better and say ideas to make it better	work with the group to make a picture better and ideas to make it better and talk about it a bit more

Teacher Assessment



STUDENT'S BOOK

page 123

2 Show and tell

- Model the language of the unit and show one of the student's shapes picture and say *This is my picture. My [house] is a square. It has a rectangle door.*
- Ask each group of students to present their shapes pictures. Monitor and help as necessary.

Self Assessment

Read and color the stars that describe your effort

- Ask students how they feel about this unit. Tell students that it's fine to be honest and express their feelings.
- Have students look at the exercise. Explain that they have to choose the correct section and color the stars which show what they can do.
- Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- Read the sections with the class. Ask students to complete the stars.
- Monitor and check students are on task.

Teacher Assessment

- Fill in the teacher assessment section based on how well each student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the Teacher Assessment in the introduction page VII for help.

Closing

- Tell students to go through the unit pages and say what they liked best about this unit.
- Place students in pairs. On a sheet of paper ask them to write their favorite words or expressions from the unit. Tell the students they can use colored pencils or markers.
- Ask pairs to share their work with the class.
- Praise students for their efforts in Unit 6 and ask them to say *Thank you* to you and to their shoulder partner.

2010 年 1 月 1 日

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

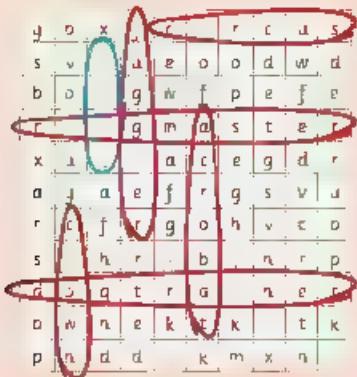
1 Read and trace, then write

- 1 Place flash cards from Lesson 1 on the board and revise the words. Point to each card and ask students to say what the word is. As they say the word ask them to mime it as well.
- 2 Explain to students they have to trace the sentences as best they can and then write the sentences underneath.
- 3 As students work praise neat handwriting.
- 4 Place students in pairs and have them read the sentences to each other.
- 5 Monitor for proper use of pronunciation.

2 Circle the circus words in the wordsearch

1 Ask students to look at the puzzle and find circus words.

Answers



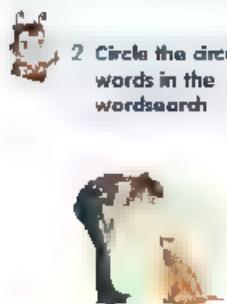
Play time

1 Read and trace, then write

- 1
- 2
- 3
- 4
- 5



2 Circle the circus words in the sentence.



y	b	x	u	e	r	c	a	s
s	v	u	j	o	d	d	w	d
b	D	r	g	w	f	p	e	e
r			g	m	a	s	t	r
y	u			a	c	e	g	d
a	y	a	e	f	r	g	s	v
r	c	f	r	g	a	h	v	c
s	h		r		b		n	r
d	o	g	t	r	a		g	r
o	w	n	e	k	t	k	t	k
p	n	d	d		k	m	x	n

Play time

3 Look, read, and complete


Hi, I'm Waheed. I'm at the circus. I'm very excited. There's a ringmaster. He's short and fat. He has a red coat. Next to the ringmaster there's a dog. Across from the dog trainer, a tall, thin juggler. I can see an acrobat. He's walking on a rope.


4 Read, draw, and color

Hi, I'm Nagwa. I'm at the circus. There's a ringmaster. He's tall. Next to the ringmaster there's a dog trainer. The dog trainer has three small, black dogs. Above them all, we can see a trapeze artist.


PLAY TIME
page 125

Answers

Hi, I'm Waheed. I'm at the circus. I'm very excited. There's a ringmaster. He's short and fat. He has a red coat. Next to the ringmaster there's a dog trainer. Across from the dog trainer, there's a tall, thin juggler. I can see an acrobat. He's walking on a rope.

4 Read, draw, and color

- 1 Tell students they have to read the text and draw what it says.
- 2 Encourage students to color the picture too.

Students' own answers
3 Look, read, and complete

- 1 Ask students to quietly read the text and complete it with words from the box.
- 2 Have students check answers with their partners.
- 3 Check answers as a class by writing them on the board for students to check against.
- 4 Place students in pairs. Ask them to cover the text. Explain they have to say a few things about the picture e.g. *what they see, what they look like and what they can do*.
- 5 Invite students to say a few things about the picture to the class.

Review

2

Lesson 1

SB pages 126-127

Objectives: To revise the vocabulary and language from Units 4-6

Vocabulary: All vocabulary from Units 4-6

Language: Revision of language from Units 4-6

Materials: Student's Book pages 126 and 127
Audio files
Flash cards All cards from Units 4-6

STUDENT'S BOOK

page 126

Opener

- Greet the class
- Play the song from Unit 5 again. Encourage students to sing along

Presentation

- Place Unit 4 flash cards on the board. Explain that you will point to a card and say its word. If the word is correct students clap. If it is incorrect, students sit still. You ask them what word it is and accept answers only from students who have raised their hands
- Place Unit 5 flash cards on the board. Ask students to study them closely. Then ask students to close their eyes. Take down two flash cards and ask students to open their eyes
- Ask students to say which two cards are missing
- Repeat a few times
- Next tell students you will raise a card from Unit 6 for them to say the word. Raise cards one by one and accept answers from students who raise their hands
- Refer students to page 126
- Then ask students to name as many of the pictures as they can

1 Listen and point

- Point to number 1 and ask *What is it?* (It's a chair) Repeat for a few more items
- Explain that you will play the audio and students have to repeat the words and point to the correct picture. Play the audio with pauses for students to repeat what they hear
- Play the first word. Ask students to say the number of the picture to check their understanding
- Continue to play word by word pausing to allow students to say the number of the picture



panda

giraffe

lion

clock

chair

acrobat

bookcase

armchair

ringmaster

tall juggler

elephant

penguin

clown

lamp

beautiful cat

2 Play and say

- Show students the *Start* and *Finish* labels on the page
- Explain that students should take turns to point to the pictures and say the words
- Place students in pairs and have them complete the activity
- As students play monitor and assist as necessary. Make sure students take turns

Extra practice

- Tell students you are going to say a word from Exercise 1 for them to spell. If necessary they can check the spelling in their books. Repeat for a few times
- Then place students in pairs and have them do the activity

3 Read and color the correct pictures of Waleed's circus trip

Hi Grandma! I'm very excited. I'm at the circus. I can see a short, fat clown. There's an old ringmaster - he's very funny. There's a young dog trainer. The dogs are very funny! The juggler is next to the ringmaster - the show is beginning! Bye!

4 Point and say

1 Who is he? 2 Who is it? 3 What does he do?

STUDENT'S BOOK

page 127

3 Read and color the correct pictures of Waleed's circus trip

- 1 Ask students to imagine they are in a circus. Ask them to say what they can see, what the performers are doing, what they look like and what they like best about the circus.
- 2 Ask students to open their Student's Book and refer them to Exercise 1. Ask a confident student to read the text aloud.
- 3 Then explain that they should color the pictures which match Waleed's description.
- 4 Check answers as a class.

Answers



4 Point and say

- 1 Explain that students have to look at the pictures in Exercise 1 and describe them. They should follow the example dialog given in Exercise 4.
- 2 Model the activity with two confident students.
- 3 Place students in pairs and have them complete the activity. As students work monitor for proper use of language and pronunciation.
- 4 Invite pairs to role-play the activity in front of the class.

Students' own answers

Closing

- Place students in pairs or groups and have them play *What's this?* (Games Bank, page 137).
- Ask students to say what they enjoyed about this lesson.
- Tell students that in the next lesson they will do some writing about a map of a zoo and revise the phonics.

SB pages 128-131

Objectives	To complete a paragraph about zoo animals To revise phonics and letter combinations <i>air/ear, ph/wh</i> and <i>ow/ow</i> To evaluate progress Units 4-6
Vocabulary	Language from Units 4-6
Materials	Student's Book pages 128-131 Audio files Phonics cards <i>air, ear, ph, wh, ou, ow</i> Paper

STUDENT'S BOOK

page 128

Opener

- Say *Hello* (name) *How are you?* to several students to encourage the response *Hello, Miss / Mr (name), I'm fine thanks*
- Have students ask each other *Hello* *How are you?* Encourage them to give varied responses to revise the language for feelings
- Play *Sorting* (Games Bank page 136) using a mix of flash cards from Units 4-6. Ask students to name the terms and sort them into groups

Presentation

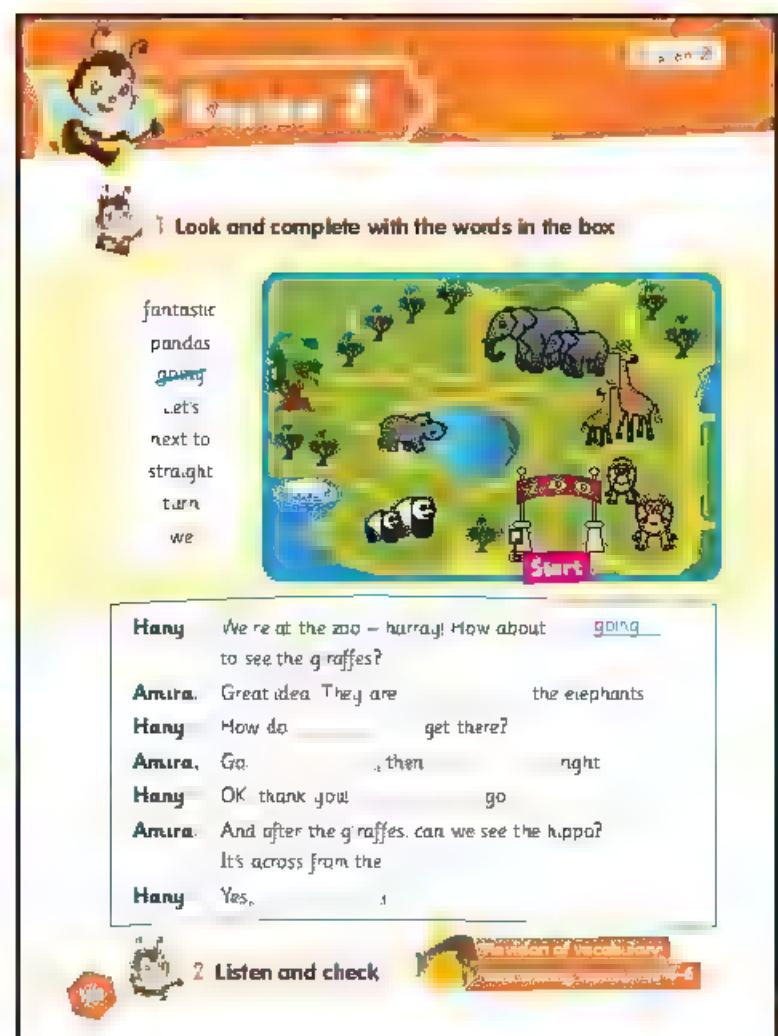
- Tell students that today they will complete a paragraph about a map
- Ask students to say what language we use to give directions when we are using a map e.g. *Turn left*. Write expressions on the board

1 Look and complete with the words in the box

- Ask students to look at the map of the zoo and say what animals they can see
- Give students a little time to complete the activity quietly. Explain that they will complete the activity using the words in the box
- Tell students to compare their answers with their partners. Tell students that in the next exercise they will listen to an audio to check their answers

Answers

going next to we straight, turn Let's pandas fantastic



1 **Look and complete with the words in the box**

fantastic
pandas
going
Let's
next to
straight
turn
we

Hany We're at the zoo - hurray! How about going to see the giraffes?

Amira Great idea! They are next to the elephants.

Hany How do we get there?

Amira Go straight, then turn right.

Hany OK, thank you! Let's go!

Amira And after the giraffes, can we see the hippo? It's across from the pandas.

Hany Yes, fantastic!

2 Listen and check

2 Listen and check

- Play the audio for students to check their answers
- Place students in pairs. Ask them to choose a role and have them read the dialog
- Monitor for proper use of pronunciation
- Invite pairs to role play in front of the class

3 Listen and check

Hany We're at the zoo - hurray! How about going to see the giraffes?

Amira Great idea! They are next to the elephants.

Hany How do we get there?

Amira Go straight, then turn right.

Hany OK, thank you! Let's go!

Amira And after the giraffes, can we see the hippo? It's across from the pandas.

Hany Yes, fantastic!

Extra practice

- Ask students to look at the map. Tell students you are near the pandas. Ask how you can get to the giraffes (Turn right and then turn left. Go straight. They are next to the lions.)
- Repeat with another animal.
- Place students in pairs and have them continue the activity.

3 Listen and write

word	phon.	word
1 h	5 e	9 c
2 e	6 w	10 c
3 c	7 p	11 m
4 b	8 w	12 c

4 Look and write. Then say

1  I can see a **mouse** and a **cow** in a field.

2  There's a **clown** in the **photo** with me.

3  There's an **elephant** sitting on a **chair**.

5 Listen and check

STUDENT'S BOOK

page 129

3 Listen and write

- On the board place phonics cards from Units 4-5 and 6
- Explain that you will point to a card for students to say as many words as they can with that letter combination. Praise all correct words
- Play the audio pausing after each word for students to write it
- Check answers as a class by asking students to say their answers and writing the words on the board

ANSWER KEY

1 hair	7 photo
2 ear	8 when
3 chair	9 clown
4 beard	10 cloud
5 elephant	11 mouse
6 white	12 cow

Answers

1 hair 2 ear 3 chair 4 beard 5 elephant
 6 white 7 photo 8 when 9 clown 10 cloud
 11 mouse 12 cow

4 Look and write. Then say

- Ask students to look at the pictures and say what they see
- Place students in pairs and have them complete the activity
- Check answers as a class
- Invite a confident student to say the first sentence aloud to the class. Ask the rest of the class to repeat
- Continue in the same way for the remaining sentences
- Then place students in pairs and have them read the sentences to each other. Monitor for correct pronunciation

ANSWER

1 mouse cow 2 clown photo 3 elephant chair

5 Listen and check

- Play the audio and ask students to check their answers
- Play the audio again and ask students to read the sentences as they listen
- Place students in pairs and ask them to read the sentences to each other. Monitor for proper use of pronunciation

ANSWER

1 I can see a mouse and a cow in a field
 2 There's a clown in the photo with me
 3 There's an elephant sitting on a chair



- Tell students to write a few sentences like the ones in Exercise 4 to read to the class

Self Assessment**1 Look and check what you can say**

- 1 Hold up your book. Point to the first box. Ask students what it shows (furniture). When students are confident that they know all the words, they should put a check mark in the box.
- 2 Next point to the second box. Ask them to say what animals they can see. When students are confident that they can describe all the pictures, they should put a check mark in the box.
- 3 Hold up your book. Point to the performers in a circus. Ask students to say what they can see. When students are confident that they know the words, they should put a check mark in the box.
- 4 Point to the sounds. Elicit the sounds and ask students to say them. Ask students to say as many words as they can with these sounds. If students know them, they should put a check mark in the box.
- 5 Praise the class for their good work.

1 Look and check what you can say

say furniture

say zoo animals

talk about a circus

say these sounds

1 Complete the descriptions with the words in the box

bamboo forests black **bear** fat grasslands
grasslands sea water white yellow gray

Hi! I'm big and brown.
I have big teeth. I live in the deserts of Africa.

Hi! I'm black and white.
I live in the China and sea.

Hi! I'm black and white.
I live by the sea. I love water.

Hi! I'm white and very big. I have big ears. I live in the deserts of Africa.

Hi! I'm brown and brown.
I have a very long neck. I live in the deserts of Africa.

Hi! I'm brown or white.
I live in Africa, near the sea. I like being in water for around 16 hours per day.

2 Find and circle

the cat
the vegetables
the floor
my bed
set the



h	u	e	e
d	l	o	t
b	c	u	t
t	g	t	w
s	w	e	e
r	i	y	m
r	x	c	v
d	m	t	a

PLAY TIME

- Play time pages give students extra practice of the language in the unit. These pages can be completed at any time and are ideal for fast finishers.

1 Complete the descriptions with the words in the box

- Have students say what animals they can see and to describe them.
- Then ask students to look at the words in the boxes and then to quietly read the texts.
- Have students complete the activity individually.
- Check answers as a class.
- Place students in pairs. Ask students to read a text of their choice to their partners. Invite students to read different texts aloud to the class.

Answers

1 brown grasslands	2 black bamboo forests
3 white sea	4 fat grasslands
5 yellow grasslands	6 gray water

2 Find and circle

- Ask students to look at the sentences and pictures. Explain that these give clues for what words to find in the word grid.
- Focus on the first sentence and picture. Elicit what the cat is doing (feed). Then ask them to find the word in the word grid.
- Have students complete the activity in pairs.
- Monitor as they are working.
- Copy the word grid onto the board and ask students to circle the answers when they have finished.

Answers

h	u	e	e
d	l	o	t
b	c	u	t
t	g	t	w
s	w	e	e
r	i	y	m
r	x	c	v
d	m	t	a

Closing

- In pairs, students play *Guess the word* (Games Bank page 134) to revise words and letters.
- Congratulate the students on finishing all the main units of the book. Explain that next they will read a story.

Literature

SB pages 134-145

Objectives	To read and understand a story To enjoy reading in English To use drawings to guess what the story is about
Vocabulary	lip read, American Sign Language, university, hearing aid, proud, clever
Materials	Student's Book pages 134-145 Audio file

Opener

- Welcome students with a smile and ask how they are
Encourage them to give varied answers
- Ask students if they enjoy reading stories, and if so what their favorite story is

Presentation

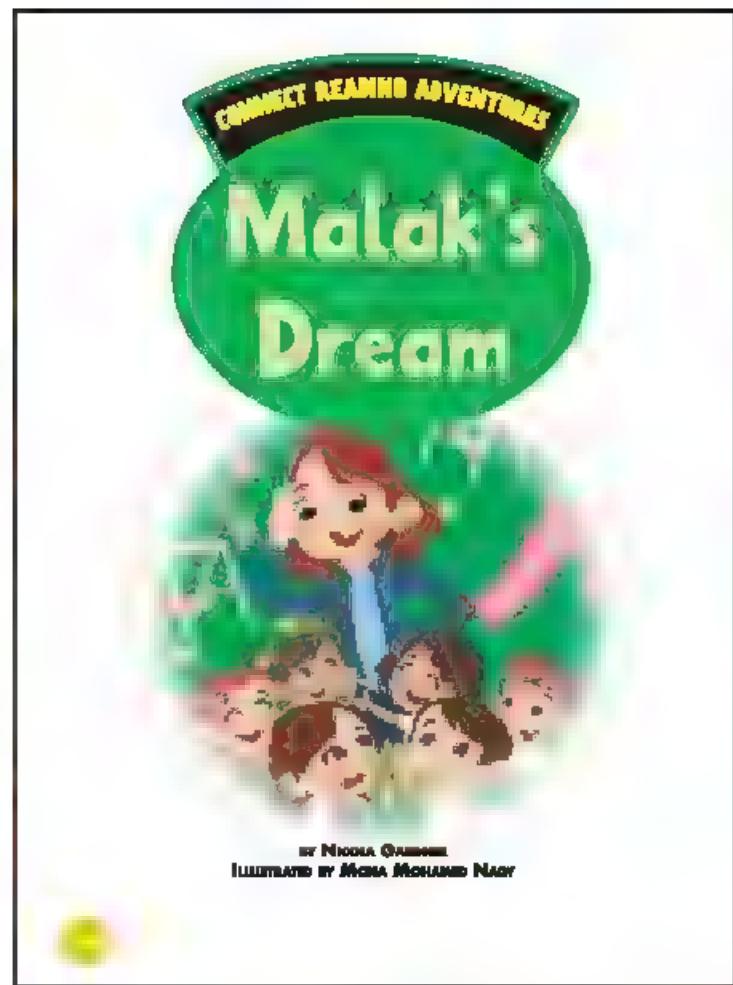
- Show the title page of the story. Ask students what they think the story will be about
- Present the words in the picture dictionary and get students to point and repeat as you say the words
- Ask students what words they know in ASL (American Sign Language) and have them present them to the class. Ask them to look back through the Student's Book to find ASL words which they have learned

STUDENT'S BOOK

pages 134-145

Malak's Dream

- Ask students to look through the pictures and story. Tell them not to read anything but just look
- Ask what they think the story will be about
- Answer any questions they might have or tell them their questions will be answered as you read
- Now look at the first two pages of the story together. Ask *What can you see?* Encourage students to speak as much as possible and praise all correct answers
- Play the audio and ask students to listen and follow the text
- Play the story again this time with pauses for students to repeat after you
- Ask students what the story is about (Malak grows up and teaches sign language to deaf and hearing children)
- Continue with all the pages in the story in this way and with the following concept checking questions. *What can Malak do as a teacher?* (She can help deaf children and all children understand) *Why does Malak learn sign language?* (Because



she wants to speak to all deaf people) *Who does she teach sign language to?* (To all her friends) *Does Malak finish university?* (Yes, she does) *What does she teach at a club after school?* (Sign language) *Does she also teach hearing children sign language?* (Yes, she does) *What three things do the children sign at the after school club?* (Hello, How are you? Have a good day) *Do the deaf children play with the hearing ones?* (Yes) *Why?* (Because they understand each other with sign language) *Do the children love Ms Malak?* (Yes) *Why?* (Because she helps others and teaches people to talk to each other)

Malak's Dream

This is Malak. She loves teaching. She wants to be a teacher when she's older.

Malak can't hear well. She wears a hearing aid that helps her to hear better.

Sometimes Malak feels sad because some children can't understand her. She wants to be a teacher. She can help people understand.



Malak goes to a special teacher. The teacher shows Malak how to read lips. Now Malak can see what people say.

Malak is very kind and likes playing games with her friends. She talks to them, but they can't understand her because they don't know sign language.

Malak sees a sad, deaf boy. Malak talks to her mom. "I want to be a teacher when I am older." Her mom says "You can work hard. You can go to university to be a teacher. You are very clever. You can help deaf children. You can help all children to understand each other."

Malak wants to speak to all deaf people. She wants to help them. She learns sign language.

She can say "Hello" in sign language. She can ask "How are you?" in sign language. She learns how to say many things. She talks to deaf people. Her friends like sign language.

Malak's friends want to learn sign language. They say to Malak, "Please teach us some sign language."

Malak and her friends sign to each other. Everyone can talk and they can use sign language.

Malak finishes university. She is very happy and proud.

Miss Malak is now a teacher at a club after school. Some of the children can hear, some can't hear well and some of the children are deaf. She uses sign language to talk to the deaf children and to children who can't hear well.

The hearing children watch Miss Malak signing with the deaf children. They see the sign language. They think it's great fun. They say to Miss Malak, "Can we learn sign language?"

Miss Malak is very happy and excited. She teaches the hearing children some sign language.

When the children come to the after school club, they sign "Hello", "How are you?" and "Have a good day" to Miss Malak.

All the children speak and sign to each other in the club.

The hearing children sign to the deaf children. They play together. All the children are very happy and they have many friends.

Malak says "Be happy and help others. People can learn to talk with each other."

Extra practice

- Put students in groups to practice reading the story to each other.

Closing

- Ask students what they enjoyed about the story. Praise all their answers.
- Ask students to summarize the story in a few sentences. Help them to express themselves. Praise their efforts.
- Tell students that in the next lesson they will look at the story again in more detail.

LESSON 11

SB pages 146-147

Objectives	To show understanding of a story To talk about the story characters To use context to guess the meaning of unfamiliar words in a story To identify how characters feel at different parts of a story To order the events in a story
Vocabulary	<i>lip read, American Sign Language, university, hearing aid, proud, clever</i>
Values:	Respect for diversity
Materials	Student's Book pages 146 and 147 Audiobook Pictures showing the key vocabulary: <i>lip read, American Sign Language, university, hearing aid, proud, clever</i>

Opener

- Greet students
- Review the words from the story using pictures
- Play *Point to the picture* (Games Bank page 136) using the pictures

Presentation

- Ask what students can remember about the story. Can they tell you what happens? Do they have a favorite part and can they tell you about it?
- Play the audio of the story again and ask students to read along.

STUDENT'S BOOK

page 146

1 Look and write

- Ask students to say what they see in each picture
- Explain that they have to complete the crossword using the pictures as clues
- Place students in pairs and have them complete the activity
- Check answers as a class

Answers

Down: 1 clever 2 proud 3 sign language
Across: 3 lip read 4 university 6 hearing aid

1 Look and write

Down:

- 1 clever
- 2 proud
- 3 sign language

Across:

- 3 lip read
- 4 university
- 6 hearing aid

2 Look, read, and guess

1 Maak loves teaching. Teaching means
a help people learn. b help people run

2 Maak is a teacher at a club. A club is
a place where you can learn, play, and meet friends
b a place where you can sleep and watch television

3 Some children at the after school club are deaf. Deaf means
a can't hear at all. b can't hear well.

2 Look, read, and guess

- Read the first sentence and the two options
- Have a class vote. Ask students to circle the answer (a, b)
- Continue in the same way for the rest of the exercise

Answers

1 a 2 a 3 a



3 How do they feel? Look, read, and circle



a. Malak is excited.
b. Malak is tired.



a. Mom and dad are very proud of Malak.
b. Mom and dad are very angry with Malak.



a. The children are happy.
b. The children are sad.



4 Look and number



5 Say the story



STUDENT'S BOOK

page 147

1 How do they feel? Look, read, and circle

- Ask students to think of the different feelings Malak has throughout the story. Accept all reasonable answers.
- Ask students to look at the first picture and guess the answer.
- Place students in pairs and have them complete the activity.
- Check answers as a class.
- Ask students to say when they feel excited, sad, proud and happy.

Answers

1 a

2 a

3 a

Answers

4	1
1	2

3 Say the story

- Place students in pairs and have them say the story using the pictures as a guide.
- Monitor and assist as necessary.
- Ask some confident pairs to do the activity in front of the class.

Students' own answers

Closing

- Students write a few sentences about the pictures in Exercise 1.
- Then they present their work to the class.
- Tell students that in the next lesson they will learn more about sign language.

2 Look and number

- Ask students to say the story in order as best they can.
- Refer the students to the pictures in the activity and ask them to say what they show.
- Have them complete the activity in pairs. Check answers as a class.

SB page 148

Objectives	To complete a summary of a story To say some phrases in sign language
Vocabulary	1 <i>up-read, American Sign Language, university, hearing aid, proud, clever</i>
Materials	Student's Book page 148 Audio files

Opener

- Greet the students using ASL. Encourage students to greet each other using ASL.
- Briefly discuss who uses sign language and why they use it.
- Ask students to tell you as much as they can about *Malak's Dream*. Praise their efforts and help them express what they want to say.

STUDENT'S BOOK page 148

1 Look, read, complete, and draw a picture for Malak

- Have students read the summary of the story quietly.
- Then ask them to complete the text individually using words from the box.
- Next ask the students to check their answers with their partners.
- Ask students to draw a scene they like most from the story.

1 hearing aid 2 teacher 3 university
4 club 5 up-read 6 happy

2 Color, trace, and do

- Ask students to look at the pictures. With the students, do the sign language gestures and say the word.
- Ask students to color the pictures and trace the words.
- Then tell students you will say a word or expression for them in sign language. Go through all the words and expressions. Sign the words after the students have signed and ask them to repeat the sign language.
- Place students in pairs. Tell them one student has to use sign language for the other to say what it is.
- Monitor for proper use of signing and assist as necessary.

3 Sing

- Tell students they will now sing a song as they use sign language.
- Play the audio and gesture the words and phrases. Then repeat for students to do the same.
- The gestures are:
 - Hello: Move your right hand from your forehead to the right as if waving.
 - How are you?: Hold both hands with fingers curved and put your hands in front of your chest with your

1 Look, read, and complete. Draw a picture of Malak

teacher club ~~hearing aid~~ happy up-read university

Malak wears a ~~hearing aid~~. She wants

to be a ~~teacher~~ when she's older

Malak goes to ~~university~~. Malak is now

a teacher. She works at an after school

She helps hearing children

play and ~~with~~ deaf children

All the children are now ~~up-read~~ and

they can play together

2 Color, trace, and do



3 Sing

fingernails together. Roll your hands over so your fingers are pointing up. Then point with your right hand to the person you are speaking to.

- Have a good day. Gesture towards your chest with both hands. Then hold your left hand with the palm up and move your right hand (palm down) across it from bottom to top. Then hold your left arm in front of you bent at the elbow. Put your right elbow on your left hand and point up with your right hand. Move your pointing hand down slowly so that your right arm is on top of your left.

There are excellent videos online showing ASL for these phrases too. If you have access to videos in the classroom you can show these to the class.

- Next, tell students they will sing as they gesture the sign language.

- Play the audio and complete the activity.

- When students are confident, encourage them to sing along the version of the song without words.

*Signing is great and I can talk to you
Signing is fun and I can sign to you too
I can say 'Hello' so sign it with me [signing Hello]
Isn't that awesome, 1, 2, 3!*

**1 Match and write**

1 I like Malak because
2 I like Malak's mom and dad because
3 I like the hearing children because

a they helped her
b they sign with their deaf friends
c she is clever

**2 Read, draw, and write**

My favorite part of the story is when ...

I like it because ...

*Signing is great and I can talk to you
Signing is fun and I can sign to you too
I can say 'How are you?' so sign it with me. [signing How are you?]
Isn't that awesome, 1, 2, 3!*

*Signing is great and I can talk to you
Signing is fun and I can sign to you too
I can say 'Have a good day' so sign it with me. [signing Have a good day]
Isn't that awesome, 1, 2, 3!*

Extra practice

- Put students into groups of 6 (2 narrators, Malak, Mom, friends and children) and ask them to practice acting out the story. Everyone in the group should have a role. Explain that they will perform their plays in the next lesson.
- Go around the class as the groups practice and help as necessary.

Closing

- Ask students to summarize the story in a few sentences. Help them to express themselves. Praise their efforts.

Objectives

To talk and write about the character they like

To say why they like some characters

To talk about their favorite part of a story
lip read, American Sign Language, university, hearing aid, proud, clever

Vocabulary

Student's Book page 149

Audio files

Materials**Opener**

- Greet the students using ASL. Encourage students to greet each other using ASL.
- Play the song from Lesson 3 again and encourage students to sing along and perform the signs. When students are confident, encourage them to sing along to the version of the song without words.

STUDENT'S BOOK**page 149****1 Match and write**

- 1 Raise a discussion on the character(s) the students like most. Encourage students to give reasons for their preferences.
- 2 Read the first half sentence and the three possible endings. Elicit the answer and explain that students should draw a line between the two sentence halves and then write the sentence below.
- 3 Then ask students to complete the activity.
- 4 Monitor and assist as necessary.
- 5 Ask students to check their answers with their partners.
- 6 Encourage students to say if they liked the same characters.

Answers:

1 I like Malak because she is clever.
2 I like Malak's mom and dad because they helped her.
3 I like the hearing children because they sign with their deaf friends.

2 Read, draw, and write

- 1 Read the half sentences. Ask students about their favorite part of the story. Accept all answers and help students express their ideas.
- 2 Then ask students to complete the sentences with their answers and to draw the part of the story.
- 3 Monitor and assist as necessary.
- 4 Ask students to check their answers with their partners.
- 5 Ask a few confident students to present their work to the class.

Students' own answers**Extra practice**

- Put students into the groups of 6 that they worked in during Lesson 3. Give each group a short time to practice. Then ask them to perform the story as a short play. Remind them to make sure that everyone has something to say.

Closing

- Praise students for their work this term. Ask them to look through the book and see how much they have learned.

Games

Animal name

Put a picture or flash card in each corner of the room (clear furniture a little) and split the class into 4. Give each group an animal and when you call the animal that group should go to the correct corner and chant their animal name. Do this outside if it is too noisy for the classroom. Extend it by swapping animal names and playing again.

Be teacher

Use calling sticks to select a student to come to the front of the class. Encourage them to be the teacher and ask the class to do something (for example *stand up, clap your hands, touch your head, write your name* etc). When they have asked for 3 things and the class has done them, choose a different student to be teacher.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary e.g. *toys*. In pairs students throw and catch or roll a ball to each other. Each time they have the ball they say the name of something from the list and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it (1)

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Circle it (2)

Use words students know mixed in with new words. Students circle and say. Add a level of difficulty by listing the words found but without all the letters so students have to complete the words.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow/red/blue/green)*. The student can touch any item in the classroom whether they know the vocabulary or not as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say *Find something red*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

End of term round up game

A variation on Sorting. Get all known flash cards and mix them up. Then get the students help you sort them into different piles: numbers, letters, food, colors, classroom objects, living things, people, animals, etc. Then do some pictures and simple sentences based around them to round off the year and summarize learning that has taken place.

Find a ...

Use this game to review and practice body parts and facial features, as well as classroom objects. Show a flash card and students point or move towards the target word.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room following a meandering path. The other student follows behind. When all the students get to the other side of the room they repeat with the other student leading.

Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing e.g. *ear/beard, car/chair, ph/photograph* and *wh/whale*, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops the students go to one of the letter sounds or vocabulary items before you count to three. Without looking say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times making sure you use every word or letter sound.

Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the word

Divide the class into 2 teams. Describe a word to the class giving one clue at a time. For example *It has no legs. It has no arms. It is long (snake)*. Encourage students to guess and give a point to the team that guesses correctly first.

Guess who?

Use flash cards of known characters/family members and do a slow reveal, getting the class to guess before the whole picture is shown. Use a timer to add urgency to the game.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

I like...

Have a pile of known vocabulary flash cards and students say *I like* or *I don't like*. If they say *I don't like* then they have to choose another card until they find an *I like*.

Kim's game

You will need a tray and a cloth to cover it. Also objects like classroom things, toy animals or toy food also work well. Students look at the tray for a minute (time this) and then it's covered and you take away an object. Uncover it and students tell you what's missing. A variation on this is to try and remember everything on the tray and recall as many items as possible.

Look and draw

Get students into two teams. Divide the board in half with your pen and ask a volunteer to come forward from each team. You have two sets of the vocabulary to be revised as prepared cards with the words on, but it must be vocabulary that can be easily drawn, e.g. *toys, parts of the body, furniture*, etc.

Ask for one person from each team to come forward and give them a card and a board pen. They cannot reveal what's on their card to their team. They should draw the word's meaning on the board and their team should try to guess what the word is (this can be done by simply shouting out the word or raising their hands - whichever you think is best). The first team to guess correctly gets a point. The game then continues with new team members at the front. NB: Don't insist that every team member should come to the front as not everyone feels comfortable about drawing in front of others, but make sure that one team member (who might be particularly good at drawing!) doesn't dominate.

Matching

Similar to *Snap*, match numbers and words to a time limit. Variations on *Matching*: Find someone who likes the same animal. Then find others, so there's a group of students.

Meet and greet

Use *Hello, I'm ...* and *Goodbye* in a natural way. Give students a minute and they have to greet and speak to as many others as

possible. This is great for new classes.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. *a doll, a teddy bear, a robot, a balloon, a car, a ball*. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime a word or phrase for the class to guess. The class says the word or phrase for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *air/chair, ear/beard* and *r/robot*, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Move it

This works very well with facial features or clothes but is pretty versatile so you could use it as a warmer with statements such as *Move if you have one sister, Move if you're nine, etc.* Have the children sitting on chairs in a circle around you. If working with facial features say something like *Move if you have green eyes*. Everyone with green eyes needs to get up and move, but while they're moving you should take one chair out of the circle, so when they go to sit down, one person is unable to and is consequently out of the game. To stop that person feeling sad, bring them to the front to lead the next one, and whisper a facial feature for them to say, e.g. *Move if you have brown hair*. If working with clothes say, for example, *Move if you have a blue T-shirt*. The game continues, with you removing a chair each time and the students scrambling to sit down. Make sure there are no students getting overly excited and being aggressive towards each other at this stage. Continue, giving instructions and removing chairs until just one student remains in the game. They are then declared the winner.

Point to it

Use this game to practice vocabulary when you have real items, e.g. *food* (or *toy food*), *classroom items*, *parts of the body*, *clothes*. Choose one of the vocabulary items and say *Point to a* (*crayon*). Students find and point to the item.

Point to the picture/card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *cartoon characters*, *family members*, *animals*, *numbers*. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Shopping!

Use play food to practice food and drink vocabulary and make interactions more 'real world'. Language can be simple: *I like apples. Two apples please/Thank you*. Swap roles so everyone gets to be both shopper and shopkeeper.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils*, *crayons* and *books*. They will need enough of each item to show the numbers you are practicing. Say the number, for example *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Simple color dictation

Draw a simple face and photocopy it so all students have a copy. Students in pairs say *Draw blue eyes please, red mouth*, etc and the other colors in. Then swap over and talk about the pictures.

Slow reveal

Use flash cards or magazine pictures of recent vocabulary and put a piece of card over them. Reveal slowly. Put the class in 2 teams. 1 point for a correct guess, 2 for a correct guess before the whole image is revealed.

Snap

The classic simple matching game can be used to practice all vocabulary and is very good for numbers, colors and all lexical sets and can be used to match words to pictures to make it more challenging. You can use it in many different ways. **Color Snap**: using multiples of colors or matching colors to color words

Number Snap: Using multiple cards for numbers 1 to 10, simple matching or match numbers to words and use for simple addition

Moving Snap: Put color/number/vocabulary flash cards around the classroom. Students take a card and find a match. Good for restless classes.

Sorting

Use this game to practice sorting items into different categories, e.g. *healthy and unhealthy food*. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. a *green spoon* or *green tick* at the top of one side, and a *red spoon* or *red tick* at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Student says

A variation on *Teacher Says*. One student gives the rest of the class commands. If anyone doesn't do the mime and say the word they are out of the game. Go faster until only a few students are left. Great practice for classroom language and for restless classes for a change of focus!

Stand up if ...

Tell students to sit in their chairs but to pull them back a little from their desks. When you say a phrase that's true for them, they should stand up. If you are working with family vocabulary, say phrases like *My family is big, I have two brothers, I don't have sisters, I have three cousins*, etc. Once you have one vocabulary area you could add with some more language from earlier in the book, e.g. *I have black hair, I have brown eyes*, etc. As the game continues you could invite students, one by one, to come to the front of the class and say a phrase for the others to react to. Continue until the pace starts to drop.

Stand up, Sit down!

Play this like *Teacher Says* (see below) but start off with just the commands and students responding to the commands. Once they are familiar with basic classroom commands vary it and up the level of difficulty or just for a fun game.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says... touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye, hair, ear, mouth* and *hand*. Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.



Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Think of a number!

To practice new numbers, use flash cards and call out a number. Students point to the number you call and get a point. Divide the class into teams and the one with most points wins.

What's/Who's missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel, elephant, giraffe, lion, monkey, snake*. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. *board, book, chair, crayon, pencil and table*. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes, it's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whisperers

Use this game to practice vocabulary. You need a pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll*, without letting the rest of the group see. The first student whispers *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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